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Herbert J. Stack

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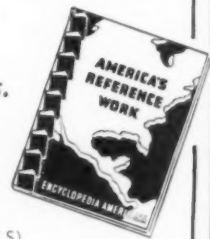
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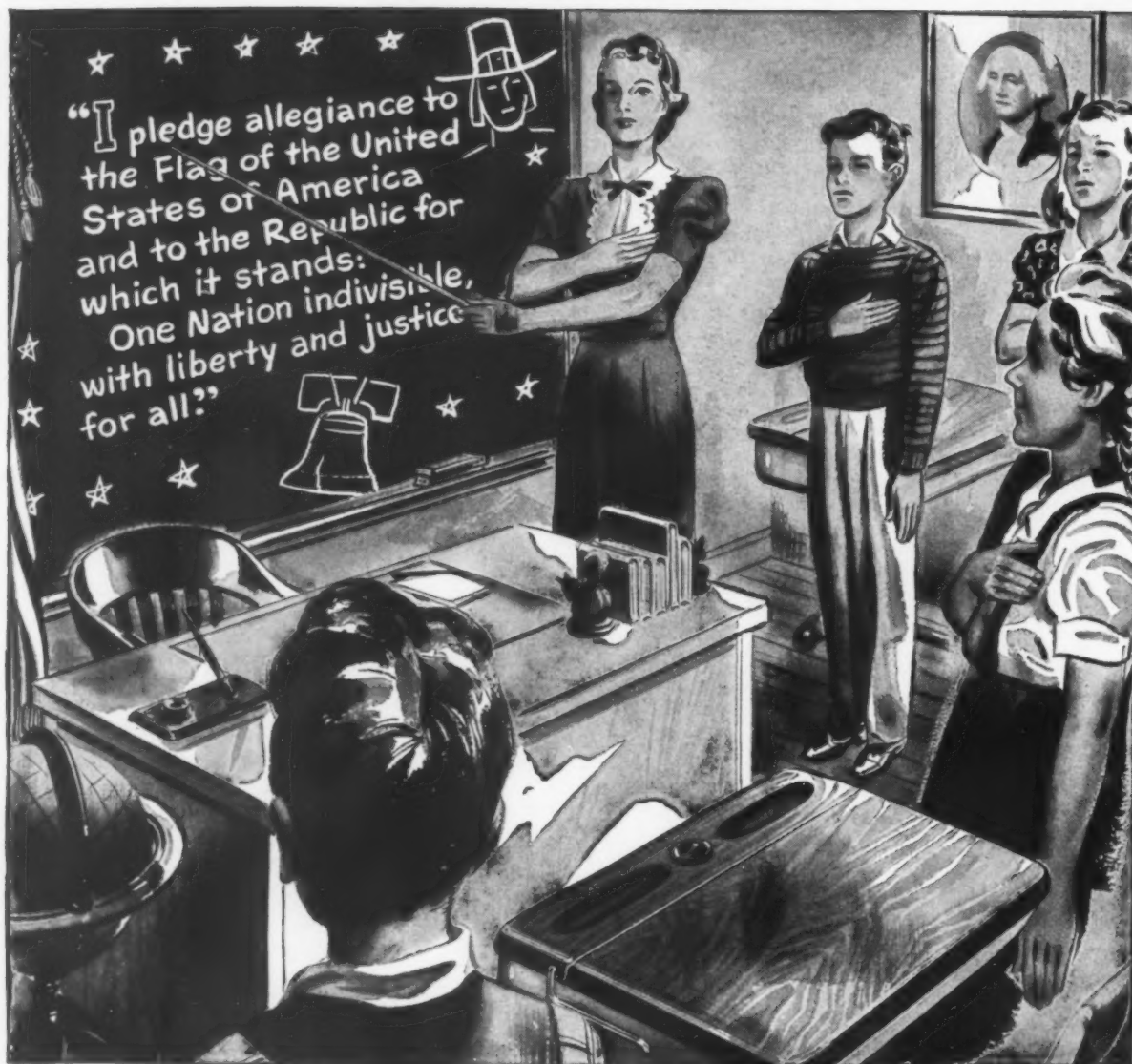
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Side Glances:

SIX noteworthy school architects predict the school of tomorrow on pages 29 to 33 of this issue. Other architects, equally well known, will present their views on postwar building next month. It's stimulating to note the points on which they agree and disagree. Why not write us your views, Mr. Administrator, for you represent the curriculum builders, and functional architecture must follow the curriculum?

"ON LOSING Five Good Men" is the author's title of a November article. "And not to the Army," we add by way of clarification. Principal J. J. Deisenroth's points are strictly peace time, long term thinking. Business and the other professions are claiming too many of the strong and talented men who start out in teaching, solely on financial grounds.

WHAT do teachers expect of parents? And parents, of teachers? For the November issue some reasonable and attainable suggestions have been set down by Principal G. D. Robbins of Stillwater, Minn.

AN ANNUAL community project of deep interest and worth is the Science and Engineering Fair participated in by pupils in Rochester, N. Y. Paul E. Smith will describe this amazingly adult venture in November.

★ ★ ★

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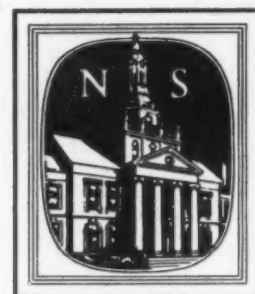
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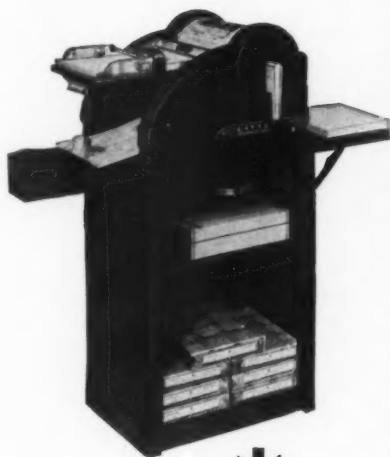
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BETTER PLANT PRACTICES



Painting "as Usual"

The paint situation does not appear to be presenting any great problems for school officials at the present time. According to reports received from school systems all over the country, little reduction in the amount of such work took place during the summer. Such curtailment as existed was confined primarily to interiors. Outside work as usual was the policy, prompted by the attitude that with the future as uncertain as it is school buildings must be maintained. And nothing runs school property down more quickly than lack of paint. In some instances, the volume of such work was even increased in preparation for drastic curtailments that may come later.

School officials in whose systems painting is let out on contract have been concerned chiefly with seeing that specified brands are used. Others, who buy direct from local distributors and dealers, are pursuing their usual policy and

see no need to change unless by government order.

West Chester Policy Holds

Reporting for West Chester, Pa., is C. T. Miller, secretary. "Most of our painting is let out under contract and while we specify one or more standard brands that may be used, the painter under the contract furnishes the paint. One exception is W.P.A. projects on which, in past years, the school purchased the paint; another is an occasional painting job that our own men do. In such instances the purchase of paint hardly ever exceeds \$50 or \$60. So far, we have had no occasion to change this policy.

"We have not made any reduction in the amount of exterior and interior painting done in the schools. Fortunately, this year both the exterior and interior painting did not amount to a great deal

as our buildings are in good shape. Next year we can probably cut down considerably in our painting program without physical damage to the plant, although we have found that it does not pay to put off a painting or repair job of any kind too long."

Exteriors First

Wichita Falls, Tex., is another system that has not changed its policy on paint purchasing. "But if necessary we shall certainly do so to conform with war conditions," J. B. McNeil, business manager, adds. Here, the school buys its paint from the various local dealers as the need arises. "In other words," Mr. McNeil explains, "paint is purchased if and when it is necessary to do a reconditioning job.

"We have reduced materially the amount of painting done in our entire school system," he continues, "more especially interior work, but are carrying on our regular program in connection

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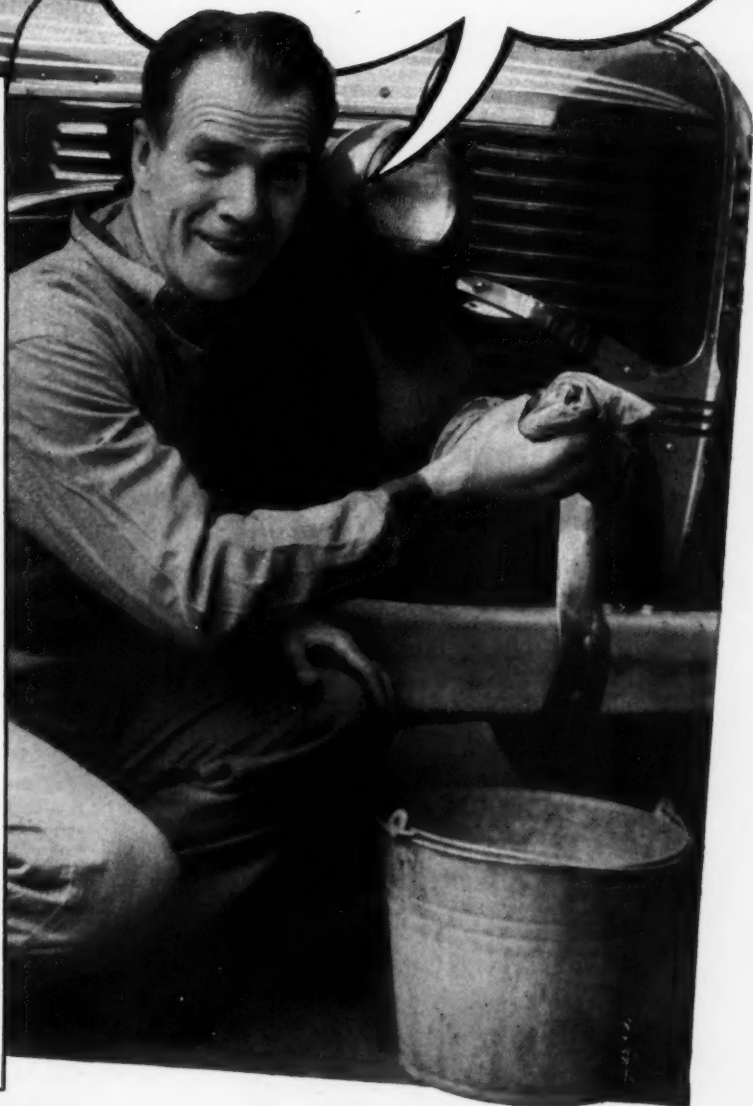
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tion with the outside trim work at the various school buildings.

"It is my honest opinion that if the outside trim work is neglected, serious damage will result. More especially is this true of wood trim. Since most of our buildings are of this type of construction it becomes necessary, if at all possible, to keep the trim in good condition by applying paint. Interior painting can be postponed as a general thing without damage to the school plant. However, when inside woodwork is deteriorating paint must be applied in order to preserve it."

Wheeling's Three Policies

Three policies have been followed by the Ohio County schools in Wheeling, W. Va. Part of the time it has been the practice to require the contractor to supply labor and paint, specifying only that first grade paint be used. Some of the contracts have required the contractor to furnish both labor and material but have specified the paint that shall be used. Other contracts have been let for the contractor to furnish the labor and the board of education to purchase the paint.

"Owing to war conditions," says C. A. Danford, superintendent of buildings, "the present policy is to require the contractor to supply labor and paint but

to specify the particular kind of paint that shall be used.

"The amount of interior painting has been materially reduced, but the exterior painting has been increased in order to protect the exposed materials. Part of the reduction in the interior painting has been done by specifying a one coat paint. We feel that exteriors should be kept well coated. Interiors can be washed and so kept clean, and by coating occasionally with a one coat paint remarkably satisfactory results can be obtained."

Casper's Plan

It has been the custom each June for the Natrona County High School, Casper, Wyo., to receive bids from various paint distributors in the district. These bid prices hold for that fiscal year unless the distributor advises otherwise. This plan assures a wide range of paints from which to choose and years of experience have taught the paints that give the most satisfaction for both exterior and interior work.

"We find this system both economical and satisfactory," says P. D. Parker, business manager, "and do not expect to change unless it is necessary. This year we made some slight reductions in our painting program. We found the materials available to continue to main-

tain our plants at their present high level and so proceeded about as we have in past years. We have maintained our buildings in what I believe is excellent condition, so we find ourselves in a position where we can postpone doing any large amount of paint work for two years or more without causing any great material damage to our properties, either exterior or interior.

"I make this statement advisedly because we all recognize from experience that to maintain school floors in first-class condition under the busy traffic that they must bear, it is necessary that they receive considerable attention at least once and even twice a year."

Cicero Reports, Too

These opinions are shared by H. C. Stone, business manager, board of education, Cicero, Ill. "Our painting is done by contract," Mr. Stone says, "with the contractor furnishing the paint, and this policy continues.

"We have not reduced materially the amount of painting but are careful, as always, to do just enough to save the building. We don't feel we can postpone such work without damage to the plant and, after all, with 7000 pupils using the building each day during the school year, we must protect it and also provide fair surroundings."

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Questions — AND ANSWERS

Advice on Enlistments

Question: Should we advise boys to enlist in the more dangerous branches of the service when urged by the government to do so?—H.R.H., Mo.

ANSWER: Our own belief inclines strongly to the principle of selective service in which each individual serves the nation in that position and in the degree of responsibility for which his talents and training fit him. If a high school pupil has the ability to become an outstanding engineer, physician, chemist or other professional specialist, he may be honestly urged to continue his education into college and university years. Both the new officer and specialist training programs of the War and Navy departments encourage this plan. The responsibility of the school lies in having each individual serve in the capacity for which he is best fitted.—A.B.M.

Insurance for Teachers

Question: How can teachers protect themselves through personal insurance and retirement programs when they are not so protected by the school system?—S.D., Neb.

ANSWER: There is a plan under which school teachers can be insured by forming an association. These plans are not permissible in all states and municipalities; therefore, the first step is to communicate with your local attorney to determine whether or not your municipal or state laws make possible an association insurance plan.

If the state and municipal laws permit such a plan and the school board will agree to deductions from the pay roll for the purpose of this insurance, certain insurance companies will issue life insurance protection policies, accident and sickness protection policies, as well as some forms of retirement insurance, on a pay roll deduction basis.—DON C. HAWKINS.

How to Eliminate Nepotism

Question: School boards in many places use their power to employ their own kinsfolk to teach when they are unprepared to assume this work. This practice hinders the innocent children from making progress. What is the solution to this problem?—M.L.B., Ark.

ANSWER: The condition you describe is symptomatic of unsatisfactory school district organization. The only way to

correct this condition satisfactorily is to eliminate school districts that make such practices possible. As long as unsatisfactory districts exist some kind of legislation is necessary. Such legislation should prohibit the employment of relatives of school trustees and school board members. They should mandate the education department to withhold state money from trustees and school boards that do not employ teachers according to merit. Laws should be enacted setting up procedures for merit appointments. Such practices as employing relatives of school officials and giving preference to local candidates should be regarded as *prima facie* evidence of failure to make merit appointments.—ARVID J. BURKE.

Holding Teachers to Contracts

Question: How may contracts be drawn up in terms that justly take into consideration the protection of both parties but at the same time permit teachers' advancement when and if opportunities arrive?—S.D., Neb.

ANSWER: The state department of public instruction in Nebraska issued the following statement on this subject in September 1941:

"Each case must be considered on its own merits in the interest of the children, the teacher and the community. If it is the first year for the teacher, the teacher can well afford to sacrifice a few dollars for the sake of tenure. If the teacher has served several years in the position, he is entitled to promotion. All must work together. The teacher should help to find a worthy successor. The superintendent is always under obligation to take an interest in the personal affairs of teachers because service to children lies in the welfare of teachers. Boards of education can realize the purpose of the schools only through the teachers.

"Consequently, the spirit of the contractual relationship in teaching counts much more than the letter of the instrument. If a community is to hold good teachers, parents, citizens and board members must think of teachers as friends and not merely as employees, for even in the law the teacher 'stands in the place of the parent' in the life of a child."

A special committee made up of representatives of the Nebraska School Boards Association, the State Teachers Association, and the state department of public instruction is seeking the answer in a contract form at the present time.—CHARLES W. TAYLOR.

Adjusting School Program to War

Question: Is the emergency situation going to shorten the school day as much as possible, especially in high schools, so that pupils can work in the home, stores or in industry part of the school day? If the day is shortened, will it chiefly affect the time given to activities?—C.V.E., Pa.

ANSWER: No one can now foretell what the war emergency may do to the schools. There are many who now tell us that if the war lasts very long the services of youths now in the schools may be needed in the industries that support the war. Whatever happens, however, it is fundamental that the school in adjusting its hours or individual programs give priority to the things that the best professional judgment considers essential and absolutely fundamental.—DEWITT S. MORGAN.

Administering Athletics Funds

Question: Athletics in our schools receives about \$6000 a year as income from ticket sales and admission charges. In addition to this, the budget (tax funds only considered) sets out an additional item of \$8000—more or less under the caption of physical education for boys and girls. We have put together in the budget the two sums, estimated, under the title "Physical Education," and all funds have been placed in the bank (bonded depository of school funds). The comptroller pays all bills chargeable to this item on a requisition approved by the respective principals and the superintendent. The coaches are requesting that all "gate receipts" be under their sole control, that the monies accruing thereto be deposited in a special account, that they be authorized to issue checks against this fund for any expenses they may have during the season and also that they have access through requisitions to the \$8000 for the purchase of uniforms and medical care for players. What is the best way to handle this vexing problem?—H.N.A., Tex.

ANSWER: The \$6000 (gate receipts) should be definitely segregated and be subject to expenditures requested by the coaches but approved or controlled by an advisory body. This advisory body should not have power to limit selection of style or type of equipment. Measure of safety and wear and tear are best judged by the coaches.

The \$8000 (money from tax receipts) should be subject to the regular procedure on school purchases. If it is the intent that part of this \$8000 be directly allocated to athletics as against class and intramural work in physical education, then that designated sum should be placed under rules for athletics funds as suggested in paragraph 1.—FREDERICK H. BAER.

How Schools Are Meeting Wartime Problems

In spite of crowded classrooms . . . in spite of a shortage of teachers . . . schools are forging ahead with their part in the Victory program.

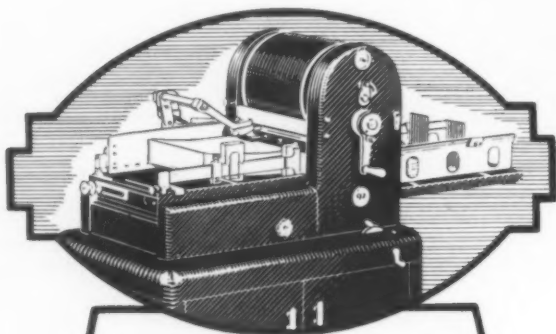
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LOOKING FORWARD

Salaries Must Be Raised

IF TEACHERS are becoming scarcer, it is not due to shortage of teachers but to poor salaries and unfavorable conditions of work. If boards of education and superintendents had been sufficiently farsighted last year to convince their communities of the pressing need for increased finance because inflationary tendencies have reduced purchasing and the large industrial demand for trained personnel was furnishing competition to school districts, there would be no question of so-called teacher shortage. School districts were slow to sense changing conditions and slower still to interpret them to their communities. In the marginal and submarginal districts it is increasingly difficult to employ teachers for \$80 or \$100 when a near-by factory offers them \$200 and \$300 a month.

The answer does not lie in the hurried production of large numbers of poorly trained teachers. Procedure along these lines will merely depress the profession further. The only way to solve this problem is to increase teacher salaries. Even the federal government is feeling the competition from industrial sources and plans a blanket salary increase of 15 per cent in the lower brackets. Teachers' salaries generally should be increased from 15 to 20 per cent over last year's scale. More money, not more teachers, is the answer to a rapidly developing personnel problem.

Ballou Is Right

A JOINT meeting of Jewish rabbis and Protestant and Roman Catholic clergymen last spring petitioned the board of education of Washington, D. C., for permission to conduct experimentally during 1941-42 a program of weekday religious education of public school pupils on released time. The request was referred to Supt. Frank W. Ballou for examination and the making of recommendations to the board of education.

After careful study of the plan, Doctor Ballou recommended that the petition be rejected because of the demand for "released time." He contended that the release of a minority of pupils one hour per week or seven full days during the school year to receive religious instruction in their own churches would disrupt class procedure and would interfere with the advancement of pupils throughout the school system. It would also result in the retardation of nonparticipating individuals through a slowing-down of work.

Doctor Ballou's chief argument was that the acceptance of this procedure violated the principle of separation of church and state. It was also pointed out that the experiment of providing religious training could easily be carried on by the several persuasions in the afternoon after school or on free Saturdays. After careful study of the superintendent's report, the board of education approved the executive recommendation and denied the petition.

Doctor Ballou is eternally right and his stand deserves vigorous support from the people and from the teaching profession. Complete separation of church and state has been gradually achieved in the United States and, thus, our country has avoided many of the difficulties and conflicts patent in many other countries. It is not the responsibility of the public school to provide direct or indirect training for any individual to fit him for membership in any specific religious persuasion. That is the responsibility of the church itself. Only by resisting firmly all attempts by individual or allied religious sects to break down this state of separation will it be possible to resist the steadily increasing demands of sectarian pressure groups.

Appeasement is a disintegrating procedure. The first concession is generally followed by further demands and, like Munich, the end is either complete capitulation or active battle. There is no middle way of compromise with totalitarian concepts in either politics or institutional religion. It took almost a century to divorce the organized church from American public

education and educational leaders should be chary of destroying these gains for the fantasy of temporary peace. Congratulations to Frank W. Ballou for having the courage to resist sectarian pressures and to fight for a nonsectarian public school. We need more Ballous in public school administration.

Charles Bowles Glenn

AFTER fifty years of educational service, forty-three of which were devoted to the public schools of Birmingham, Ala., Charles Bowles Glenn, superintendent since 1921, retired at the close of the 1941-42 academic year after reaching the age of 70 last December. His family had long been associated with educational institutions and his father was treasurer of the Alabama Polytechnic Institute from 1872 until his death in 1906.

Doctor Glenn was born in Auburn, Ala., during the bitter reconstruction period and grew up in the state amid postwar hardships and difficulties. He began teaching in an agricultural school at Evergreen after being graduated from college in 1893. Two years later found him in postgraduate study at Harvard University at a time when much courage was required to attend a northern school. He returned to Evergreen in 1896 and remained until 1899 when he was offered the principalship of the Paul Hayne Elementary School in Birmingham. He never left the community thereafter, serving eleven years as principal, thirteen years as assistant superintendent and twenty-one years as superintendent.

Tall and distinguished in person, soft-spoken and possessing an unusual natural courtesy of manner, vitally interested in the welfare of the children and zealous of the American public school as a vital democratic instrument, Charles Bowles Glenn became in time not only one of the most outstanding superintendents of the South but a strong figure in national educational councils as well. He was sensibly progressive in his educational philosophy and believed wholeheartedly in continued experimentation and development in method. He cautiously but sincerely welcomed innovation, not for its own sake but for improvement of the schools that were his deepest life interest. His real humanness and friendly feeling toward young and old brought him many friends and was the key to much of his success. He liked to "talk things over" with friends, teachers, board members, citizens and even children. He gave much more attention to establishing understanding through direct friendly contacts than through the written word.

Charles Bowles Glenn believed strongly in professional organization. He was active early in the Alabama Education Association and served as its president in 1904. He became vice president of N.E.A. in

1923 and his fellow superintendents made him president of A. A. S. A. in 1937-38 after he had directed the production, as committee chairman, of the 1936 Yearbook on Social Studies Curriculum.

He was the author of some elementary textbooks but his chief written contributions were in national professional journals. He was elected to the National Educational Policies Commission in 1941 for a term of four years, a job to which he will continue to give his professional attention. He has also served for seven years as editorial consultant to *The Nation's Schools*.

Deterioration

LAST spring we wrote about our schools in war on rather an optimistic note, expressing the belief that the federal and state governments had really recognized the fundamental importance of public education as the first line of internal defense and were making ample provision for it. Careful observation since early spring reveals a definite deterioration in the relative position of the public schools to other war effort. This shift in emphasis is serious and needs careful, immediate consideration by boards of education and members of the teaching profession.

Schools are finding it increasingly difficult to obtain meaningful priorities for supplies and equipment. Superintendents, board members and manufacturers are reporting that materials are much harder to buy. Neither state professional associations, the National Education Association nor the U. S. Office of Education is apparently doing very much about this condition.

It is obvious that acute war needs have put an end to permanent school building for the duration. Only the most essential of school housing may be expected for the near future and even these structures will probably be temporary in character. There are two reasons for this federal policy. The first is the immediate shortage of critical building materials needed for war effort and the second is a desire to build up a shelf of projects that may be quickly changed into building activity as a cushion for the postwar period of economic readjustment.

The fiscal position of the majority of school districts is much worse than it was last year and will probably deteriorate further. Despite early admonition to educate the people to changing price values and the need for a 15 to 20 per cent increase in current expense, the great majority of districts now actually have less money in terms of 1940 purchasing power than they had last year.

School districts have neglected to interpret school needs effectively to the public in order to obtain necessary additional money for operation, and as a direct result of this neglect, teachers are leaving the profession for more profitable fields. Unless this tendency is cor-

rected before the beginning of the 1943-44 fiscal year, teaching conditions will be worse. Increasing teacher production is no solution. More teachers will merely lower the general professional status of all teachers. Teachers' salaries are far behind those of labor.

The increasingly casual attitude of draft and rationing boards toward teachers and students, despite Washington advice to the contrary, is not reassuring. Decreasing importance is attached to teaching and learning. Teachers are drafted for active service when, in terms of the selective service principle, they might be much more valuable in current jobs. There is no desire to ask for a blanket deferment policy with respect to teachers and students, but a more sensible attitude toward the relative importance of a seasoned teacher in preparing youth for democratic living might be expected.

There is no question about the progressive deterioration of public education in relation to other activities. There is only one remedy and it must be effected this year if essential improvement is desired. The vital need of public education in safeguarding those ideals, habits and practices for which we are fighting must be brought home in simple but telling language to parents of children and community leaders. The people must be willing to fight even more aggressively for their schools than they did during the depression. Now is the time to start.

Illiteracy

THE recent disturbance over illiteracy in the United States needs explanation. The Army informed President Roosevelt that 433,000 Class 1A registrants had failed to pass the Army literacy test. President Roosevelt called attention to the fact and decried this condition in a press conference. The United States Office of Education rushed to the budget bureau for nearly \$100,000,000 to eradicate "functional illiteracy." The term "functional illiteracy" caused a flurry in the budget bureau where executive personnel is not familiar with "pedagogy." There was a pause, an objective taking of stock and then some semblance of balance was restored.

It is difficult to understand this sudden emotional flurry over a chronic and well-known condition. Illiteracy in the continental United States as defined by the census bureau has been steadily whittled down from 20 per cent in 1870 to 4.3 per cent in 1930. Since the possible limits of literacy are not more than 98 per cent, allowing for mental defectives, the census bureau thought the showing so good that it did not even make a 1940 literacy canvass.

Like all averages, however, the 1930 national 4.3 per cent is not too bright when broken down by states. Alabama, Arizona, Georgia, Louisiana, Mississippi,

New Mexico, North Carolina and South Carolina have 9 per cent or more illiteracy. The major problem is concerned with the mountain whites, share croppers, Negroes and Mexicans. This neglect is due both to racial conflict and to fiscal inability.

Ever since the War Between the States, the inherent dangers in this condition have been discussed frequently in Congress through demand for special appropriations and by educators within these states. On three different occasions during the last nine years representations concerning the dangers of illiteracy have been made directly to President Roosevelt by educational committees and even by his own Advisory Committee (1938). There is no reason for surprise.

In addition, the Army's sampling was chiefly from selectees coming from the so-called "poor-education states" and, furthermore, the new requirements included an understanding of arithmetical concepts as well as the ability to read and write. In 1917 there was a 23 per cent failure in Army tests in terms of reading ability alone.

While it may be considered unfortunate that 13.5 per cent of the total population has not completed the fifth grade after all the money spent on public education, the progressive improvement has been so great that current conditions should not be viewed with alarm but considered merely one part of a large, still unsolved problem. The problem can be logically attacked through adult education classes in those areas where need still exists.

Let the Government Act

IF FEDERAL authority is anxious to eliminate large social, professional and fraternal conventions during the war, we suggest an early example to the professional world by calling off the annual convention of the American Vocational Association now planned for Toledo in December.

The federal government finances this convention directly by paying the traveling and hotel expenses of all delegates and of local, state and federal directors. Thus, a private-governmental lobby interest is financed directly from public monies!

Governmental desire to postpone conventions for the duration is a wise one and should be heartily commended. Public money spent in financing the annual meetings of the American Vocational Association may be much more efficiently used by the federal government directly in education or in the purchase of war material. Let the federal educational bureaucracy set an example to the rest of the country in this matter of conventions.

The Editor

Mr. McClusky Speaks Out for ORAL READING

Overemphasis on silent reading has made oral reading almost a lost art—to the detriment of the pupils who have been taught to sacrifice accuracy and clear thinking to speed

THE purpose of this article is to register a protest against the overemphasis that has been placed upon silent reading to the neglect of oral reading. No attempt will be made to support the protest with tables of figures derived from test scores. It would appear that too much attention has been paid to test scores. So I will seek to establish the worth of my protest from a point of view other than a statistical one.

The emphasis upon silent reading began in the early days of the measurement movement. In the decade from 1915 to 1925 when the "test and measurement" boys were having a Roman holiday with their new gadgets, no single subject in the curriculum was subjected to so much testing as was reading. It was the focal point of much inquiry.

As a result, many valuable facts were made known about the mechanics of reading. The most notable were: (1) the discovery that the eye moves in a series of sweeps interspaced by pauses as it scans a line of print during the act of reading and (2) that the speed of reading is closely related to the number of pauses made by the eye in scanning a line of print. None of the tests could explain how word images that are transmitted to the brain through the medium of the optic nerves come to have meaning. In fact, studies have been reported of individuals who could "read rapidly," according to photographic records of eye movements, but who still knew little or nothing of what they had seen or "read." Such persons were labeled "word recognizers."

F. DEAN MCCLUSKY

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These early scientific studies of reading were tied to a point of view that had its influence upon the interpretation of the test results and, in turn, upon the emphasis given to silent reading. The atmosphere of American life in the early 1920's was charged with speed and efficiency. We had successfully, from a military point of view, brought World War I to a close and this, together with the radio, automobile, airplane and moving picture, made us conscious both of our industrial efficiency and, in particular, of the speed with which things could be accomplished.

Everything was gauged in terms of speed and it is little wonder that speed entered into the thinking of the measurement boys. The speed with which pupils could write, cipher, spell and read was measured for the purpose of devising ways and means to increase the tempo of pupil performance. Furthermore, in the early days of the measurement movement a hue and cry was raised for economy of time.

In the case of reading it was assumed that, if children could be taught to read faster and with greater comprehension, it would save time for other activities that were being introduced into the curriculum under the cloak of enrichment. Some of these activities have had and still serve the useful function of introducing balance into the educational diet. However, the increase of speed

in silent reading did not result in giving more time to other school work. Rather, the emphasis upon speed in silent reading resulted in an increase in the amount of time spent on silent reading. The reading assignments were poured on thick.

The measurement boys discovered further that pupils could read faster silently than they could orally—a perfectly obvious fact; but, since speed was deemed to be essential, oral reading was put on the spot. In order to fortify their position, the reading experts pounced on lip movements as typical of the carry-over from too much oral reading which, in turn, slowed up silent reading. A neat battle also developed over phonetics. No longer was the syllable the focus of interest, nor even the word. Children were taught phrases and sentences in one fell swoop.

The coup de grâce was finally administered when the coefficient of correlation was used to measure the relationship between the speed of silent reading and understanding. This statistical computation was said to reveal that the faster one read the more one understood. Speed, therefore, became thoroughly entrenched and oral reading with its slower ways was politely placed in solitary confinement.

With the way thus cleared many devices were invented for the purpose of drilling pupils to speed up eye movements and in order to give the fast-moving eyes something to move over, reading assignments became longer and longer. Textbooks doubled and trebled in size. Words began to flow into the hopper like a veritable Niagara and, thus, while the measurement boys were goading on principals, superintendents, supervisors and teachers to speed up reading and the educational presses were pouring out more and more material to be read, few, if any, stopped to see some of the danger flags that were flying.

An increasingly large number of children in elementary schools was found to have optical defects. High schools and colleges reported that students were becoming superficial, that they did not think clearly; in short, they did not know how to read analytically. Later, there was a protest against the speed of modern

school life from psychologists and psychiatrists as they watched the mounting numbers of nervous systems that had cracked under the strain.

The eye muscles that are involved in reading are perhaps the most delicate mechanisms in the entire human body and in the case of the growing child can be easily abused, particularly if the total muscular system is not given an opportunity for well-balanced development. Oral reading differs from silent reading in that the muscles of speech and of bodily expression come into play. In other words, oral reading involves more of the total nervous and muscular system than does silent reading. This has value in not producing a continuous concentrated nervous strain on the delicate muscles of the eyes. This is a point in favor of oral reading which the "speedsters" have overlooked.

The pressure on pupils that resulted from the increase in time spent on silent reading assignments brought into bold relief those who were unable to keep pace. This caused the so-called reading experts to extend their measurement activities beyond the elementary school and to carry them on into the high schools and colleges. Today, the educational institution that does not have a reading specialist or a direct line with a reading clinic is considered to be operating in the horse and buggy days. Hence, the provision for remedial instruction in reading is an accepted responsibility of our better schools.

Now it is possible that the need for so much corrective work in the teaching of reading is directly traceable to the emphasis on teaching to read silently with speed. There are many who think that it is. Have you ever watched a remedial teacher at work with children in the upper grades? The process is a painstaking one which requires the development of sound reading habits bit by bit. Oral expression is a fundamental technic in diagnosis and procedure. Speed is forgotten at first. Word recognition and understanding are stressed. Later, drills are introduced to increase speed but through it all comprehension is the keynote. Of what value is it to recognize all the printed signs on a page if they mean nothing?



Photograph from the Edison Institute

Teach them to read orally in the interests of accuracy and articulation.

I believe that much of the stuff that is assigned in packages so bulky that it has to be read fast is not worth reading at all. Much of it is little more than busy work. One of the main functions of a teacher of reading is not to put pupils on an Indianapolis speedway in order that they may cover yards of printed lines but rather to select carefully those lines of print that are worthy of being understood and contemplated.

Not only has oral reading the virtue of training pupils to express themselves in speech but, since each word must be pronounced clearly and expressively, there is more opportunity for contemplation and less necessity for superficial skimming and slurring over words that one thinks he knows only to find later that he is wrong. In checking up on this point I find that speech teachers are vehement in their protest against the overemphasis on silent reading. They report that they not only have to teach good speech habits but also have to begin with oral reading itself. It would appear that less emphasis on speed and more

emphasis upon the development of a good balance between oral and silent reading habits is to be desired.

With the radio forcing its attention upon education some high schools have formed radio clubs with the result that training in oral reading is beginning to receive more attention. But how about the elementary schools? I for one should like to see them spend more time on oral reading. This can be done by reducing the lengthy silent reading assignments.

One of the objectives that the Navy is seeking to attain in its V-1 training program is the development of young officers who can express themselves concisely and clearly so that no one will misunderstand their meaning. Hundreds of orders and reports are being read over the short-wave radio. The Navy wants young officers who, like Ensign Donald Mason, will report: "Sighted sub, sank same." May I venture the opinion that too many of our superficially trained silent reading speedsters will have difficulty qualifying for such responsibility?

TWO Grades in ONE Room

One "theme" for both grades, each developing the subject along lines in keeping with the grade level, was the solution to the problem of handling two classes at once

THE teacher in the city school, who is accustomed to the usual one grade classroom, anticipates the prospect of having to teach a double grade with little pleasure. Differences in the ages, social maturity and abilities of the children in the two grades constitute only a part of the problem; the complete dissimilarity of the materials to be taught in the two grades often presents a well-nigh insurmountable barrier to the attainment of a smooth program in which both grades are given equal attention throughout the day.

An interesting experiment in the planning of units upon which both sixth and seventh grade children in the same room might work was tried at the Randall J. Condon School for crippled children in Cincinnati. Twenty-five boys and girls comprised the double grade—12 in the sixth, 13 in the seventh.

At the beginning of the school year two possible courses were open to the teacher. She could take each class at separate times for work in its particular field of study, keeping two entirely different sets of instructional materials in opposite parts of

MARDIE WEATHERBY ENDRES

TEACHER, RANDALL J. CONDON SCHOOL
CINCINNATI

the room, allowing each group to demonstrate its interest only in the work presented for its grade. An alternative was the choice by the entire room of a "theme" or "core" around which both grades might

work, each, however, developing the theme along lines in keeping with the course of study requirements for the grade. It was decided to experiment with the latter and more unusual plan.

Six units were initiated during the year, four in social studies, one in literature and one in science.



Below: For the science unit one pupil made this set of permanent teeth from clay. Top, right: Models for the transportation show. Bottom, right: Preparing news stories. In the background is the "good neighbor" frieze.





These units will be described to demonstrate how a single theme can be developed along entirely separate lines, giving both groups of children opportunity for progress in their fields of subject matter, yet encouraging growth in desirable social and study habits.

The social studies curriculums differed widely in the two grades. Seventh grade work centered around early American history; sixth grade topics were selected to give the child an appreciation and understanding of ancient civilizations from which America derives her heritage. The basic theme chosen by the pupils in the two grades was "How People Learned to Live Together." The sixth graders, in accordance with the course of study, added to their theme, making it "How People Learned to Live Together in Ancient Times." The older class rephrased its topic for study, "How People Learned to Live Together in Early America."

Each group then launched upon its problem. All available reference books were assembled in two separate racks. Realizing that the groundwork must be laid when the first unit was initiated if the children were to become self-reliant in finding desirable materials, choosing useful information and discarding irrelevant facts, the teacher took extra time for lessons in the correct use of encyclopedias and other reference works. Periods were set aside for drill in overcoming reading deficiencies; the pupils were taught that they needed greater skill if they wished to find the information for which they were seeking.

To discover "how people learned to live together" the sixth grade children delved deeply into scores of books that told of the life of primitive man, his struggle for survival and the later organization of the family, clan and village. They saw how people learned to live more comfortably and luxuriously together in ancient Egypt, Babylon, Phoenicia, Greece and Rome because of their acquisition of new knowledge; how their ideas of shelter, food,

Top: Simple tests for starch and sugar made by the committee on foods during health unit. Center: Three more models for the transportation show. Bottom: The editors at work making up the "Canadian Tribune."

clothing, religion and government changed them and changed the world. They concluded their findings with the information they had gathered on life in the Middle Ages.

At the same time, the seventh grade boys and girls were engrossed in discovering how people learned to get along together in early America, tracing the historical development of the country from its first settlement through the birth of the United States of America. They made a careful study of the Constitution, finding that it was designed to help all Americans live together in a better way. Lists of new words were kept by both classes and large murals demonstrating man's progress in the art of living were painted.

Transportation Progress Traced

A second unit, on transportation, was developed along two lines—"Transportation Through the Ages" and "Transportation in America." With the excellent background already obtained, the sixth grade found it a simple matter to trace the development of transportation through many thousand years. The seventh grade began with Columbus' ships touching American shores. Changes in means of transportation, the pupils soon discovered, were closely connected with the progress of America.

The children learned of the flatboat and, through it, of river life, the opening of the Middle West and the acquisition of the Louisiana Territory. The canal boat and steamboat opened a new era for their lively imaginations, and the pony express and the stagecoach thrilled them with the story of the great West and its addition to the United States. Horse car and early railroad brought them to their grandparents' day and an appreciation of the problems of 50 years ago. Streamlined transportation and the marvels of modern aircraft made their study a living, everyday experience. Together, the two groups made a time line of transportation achievements, starting with 3000 B.C. and showing progress to this decade.

This time line was hung in the auditorium as a feature of a "travel show" which the children gave after visiting the annual travel show sponsored by railroads and airlines. Ideas were gathered for the display of 25

small models they had designed and executed in their regular class and manual training periods. In art classes they made posters advertising the date for the travel show and on the momentous day they displayed their models, chronologically arranged in a "parade of transportation." The parade began with two 8 inch figures made of wire and homemade papier-mâché, representing a cave man and woman utilizing the first means of transportation, their arms and feet, and ended with a handsomely executed model of the first airplane.

Each model was made by a different child and presented unusual problems to him. For example, the cave dolls, made finally of crêpe paper, newspaper, wire and paste, were discarded twice as a failure by their creator, a 13 year old girl, who, after two fruitless attempts in the classroom, came beaming one morning with her figures, perfected only after she had spent an entire evening in their construction at home. She completed the figures by cutting off the locks from her Shirley Temple doll to embellish their heads.

Many of the girls for the first time in their school lives used saw and hammer—and gloried in their achievement, whereas 14 year old boys felt it no disgrace to sew sails for their Phoenician biremes or side hangings for medieval litters. Needless to say, the travel show was a success, each child being responsible for explanations of the historical background behind his model. A movie on the development of transportation completed their afternoon's entertainment at the school.

In the literature unit the sixth grade studied the ancient myths of Egypt, Babylon and Persia; dwelt at some length on the literature of the Hebrews as found in Bible stories, and read the fables of Aesop, Greek myths of gods and goddesses, stories of Roman conquest, tales of King Arthur, Robin Hood and other English heroes. To close their work the pupils dramatized six fables of Aesop, writing a modern version of each fable that would be applicable to their own lives.

The seventh grade also took part in the afternoon of dramatizations, executed informally in the classroom for two visiting classes. This group had studied American prose and

poetry, having read for their daily work selections from Lowell, Longfellow, Holmes, Whittier and others. For their performance the children selected the ever-popular scene from "Tom Sawyer" in which Tom whitewashes the fence. The facts that one of the actors stepped into the bucket of whitewash upsetting it one minute before curtain time and that Jim, Tom's colored friend, was in reality a tall, red haired white boy who had been the victim of infantile paralysis and was unable to come upon the scene except in a wheel chair failed to dampen their ardor one whit. In their own words, they "just loved this unit."

Pupils "Live" Health Unit

For their science unit the groups worked together on "How to keep healthy." They had "loved" the literature unit; they actually lived the health unit. They not only drew up a set of health rules for themselves but studied the whys and wherefores of most of the body organs and their functions. They tested each other's hearing and sight; they learned to make graphs so that they could keep records of the number of calories they ate each day; they avidly drank the fruit juices served in the lunchroom, even the least popular sour grapefruit juice. They had one table daily in the lunchroom which they labeled the "good manners table," sponsored by the committee who had elected to specialize in the study of foods. There, the children practiced to perfect their table manners, the committee inviting other members of the class to visit them at intervals. They also tested foods for their starch, sugar and fat content.

After a general survey of materials and two weeks of study, each child chose the subject in which he felt a particular interest. For example, children with cardiac disorders, without exception, decided to study the heart and circulation; members of the class suggested that those who were overweight or underweight study foods. One boy became so interested in his findings on the heart and blood circulation that he not only tried making plasma from egg white and other materials at home, but, unknown to the teacher, requested the school doctor to take a drop of blood from his arm so that

he might experiment with separating corpuscles from plasma. An informal discussion of their findings before the eighth grade class closed the work.

Two other social studies units, emphasizing geography, were included in the year's program, only one of which will be mentioned. With the newspapers filled with articles concerning the good neighbor policy, the pupils decided again to combine their efforts on a study of "how to be good neighbors," taking up the study of Canada and South America. Two weeks were spent in a preliminary survey of the northern and southern neighbors of the United States. In a class planning period the pupils brought out the points that they felt were of vital importance in acquiring a better understanding of another country and people. The Americas, they pointed out, could become better neighbors (1) by learning more about each other—the people, customs, geography, history and resources; (2) by carrying on commerce with each other and encouraging other countries' industries; (3) by travel to other countries; (4) by having conferences to talk over their problems, like those of the Pan-American Union, and (5) by all working together.

Though they little realized it, this brief outline phrased in the children's own words held the key to the whole problem of understanding, arbitration and cooperation so necessary to the Americas today. Two activities were planned by the class—a frieze to be painted in the art class showing neighborliness, and two newspapers filled with stories that would give others a picture of the Canadians and South Americans.

For the latter project, half of the class chose to become South Americans for several weeks; the other group transferred its citizenship to Canada, theoretically. A staff was selected for each newspaper, an editor was voted upon and names were chosen. A part of each day was set aside for work, the schoolroom becoming a busy newspaper office. One group named its paper the *South American Bulletin*, promptly borrowed a typewriter and began to plan an eight page, eight column paper; the other published the *Canadian Tribune*.

The staffs studied the make-up of local papers and of two foreign papers that they procured. They learned about news stories, editorials, advertisements, the importance of promptness and observance of rules on a newspaper and many other points that are familiar to an editorial staff but unknown to the average citizen. The main body of the papers was typed so that all the children were given some opportunity to use the typewriters. With the assistance of the school office secretary and the teacher, scores of

articles, filled with information on the adopted countries, were prepared.

Clever advertisements invited people to buy coffee raised on a particular South American plantation, to take a ride on the Rio de Janeiro cable car, to visit Banff for a vacation or to see the seat of the Dominion government at Ottawa. The daily newspapers were eagerly scanned for clippings.

This year of experimentation with problems of instruction in a double grade was felt by the teacher to have been extremely profitable.

How to Build a Fire Truck

W. M. COUNCELL

BUSINESS MANAGER, BOARD OF EDUCATION
EAST CLEVELAND, OHIO

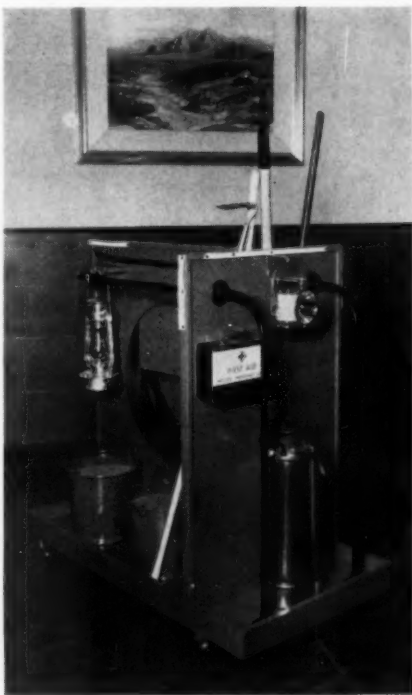
INCENDIARY BOMBS and the resulting fires are important topics of conversation in many communities, especially among those charged with the safety and protection of property. Many of us are being schooled in the technics of the stirrup pump, shovels, fire axes and the use of sand. Every public school should be making some kind of definite preparation to combat possible fires from bombing.

The board of education of East Cleveland, Ohio, has directed the preparation of portable trucks to be

kept on the top floors of all buildings, and our custodians and maintenance staff are being taught the use of this equipment. These trucks were designed on the basis of ideas gleaned from managers of large office buildings in Cleveland, our local fire chief, building inspectors and manufacturers of modern fire fighting equipment. Any carpenter, maintenance man or shop teacher can design and build a similar piece of apparatus.

Our trucks are made of light but sturdy lumber braced with steel conduit and fittings and mounted on 4 inch rubber tired casters, two revolving casters and two of the solid type. The body is 26 inches wide and 54 long, with a center partition 40 inches high. The tubing is painted black and the rest of the truck is red. The molding along the edges is covered with fluorescent paint to outline the truck.

The entire equipment, as shown in accompanying photograph, consists of pike pole, hoe, long-handled shovel, crowbar, pinch bar, short ax, fire ax, lantern, 50 feet of $\frac{3}{8}$ inch garden hose with spray nozzle, two buckets of sand, stirrup pump and bucket, knapsack, spray pump, flashlight, first-aid kit and soda and acid extinguisher. One man can easily push the truck and equipment to any point on the top floor. The whole unit can be built and equipped for about \$90.



Can the Schools Teach PATRIOTISM?

UNDER the stress of war in 1918, the legislature of the state of New York made compulsory the teaching of patriotism and citizenship in all schools, public and private. Following the close of the war, a great wave of enthusiasm for the teaching of citizenship swept the schools of the United States. The content and method of civic instruction in both public and private schools were greatly improved, reaching a general level of excellence scarcely dreamed of prior to 1915.

Events since Pearl Harbor support the belief that the increased emphasis on civic instruction has borne good fruit. In every section of the United States, youths have evinced that love and devotion to country which men call patriotism. "We have a job to do; let's get on with it," says a college youth enlisted in the Air Corps. "I have a job now; Daddy won't have to worry about us," said the 21 year old war bride, mother of a baby girl. In such spirit has American youth risen to the "support and defense" of their country's existence.

Against such a background of passing events, why do we raise the question, "Can patriotism be taught in the schools?" We ask because the United States faces new obligations. We ask because the issues now being fought out will shape the course of civilization for a thousand years. We ask because at long last we know our nation cannot live alone.

Today, American boys in American machines are in Australia, the British Isles, China, Egypt, India, the Pacific isles—wherever the future of free men is at stake. American soldiers are stationed in outposts which only yesterday were considered as in foreign lands.

Recent addresses by leading spokesmen of the federal government and public utterances of Americans of varied political faiths foreshadow the responsibilities that the United States will assume in the years that will follow the war.

They can and must or America will again fail those who look to her to carry the ideals of freedom to the whole world

J. CAYCE MORRISON

ASSISTANT COMMISSIONER
NEW YORK STATE EDUCATION DEPARTMENT

Men ask what India means to the United States? Russia and the United States are partners, but partnership survives only on mutual confidence and understanding. Pearl Buck warns that if the white race continues its attitude of racial superiority there will be another war in which China will not be on our side. Madame Chiang Kai-shek reminds us of the esteem in which the Chinese hold American missionaries.

We know that the Filipinos fought to the bitter end beside their American comrades, while the people of Burma and Malaya failed the British. In her hour of peril Australia invites the United States to furnish the high command for her defense. Such are the straws in the wind pointing to a new world order—a world in which the United States is destined to play well or ill a leading rôle. Truly, "the old order changeth, yielding place to new." Under the impact of world change, patriotism takes on new meaning. It is not enough to teach "love and devotion to one's country." Other peoples do that. Our schools must do more.

This war is different from any that preceded it. When it ends, we shall have shared with all the peoples of the world our wealth, our energy, our hopes. When representatives of the nations again meet to reshape a tired and disordered world, what will each people bring to the conference table? What will each contribute to shaping the world anew?

Let us ask these questions of ourselves, of the British dominions, China, France, Germany, Greece, Italy, Poland, Russia and of all the others that have known the horrors of war. Our representatives will take to the conference table what our people want them to contribute. If we want isolationism, material rewards, the seeds of future wars, they will so represent us. If we want a world in which all men can be free, in which the ideals we have struggled to attain may be safe for our children, then our representatives will go as Jesus' disciples went to carry the Word to all peoples in all lands.

Our concern is not for the immediate present alone but for the long future as well. What the schools teach next year will linger in the minds of men for a generation. What the schools teach now as a result of the impact of war will shape their teaching the next year and the years after that. What the schools teach now will be shaped in part by what their patrons think. Our plea is for instruction that promotes our country's welfare in the larger rôle it must play in the century that lies ahead.

In a real sense we adults are going back to school. There is much for us to learn. For example, 40 years ago the United States took to the Philippines a system of free schools, the best public health program in the Far East, the methods of American business, the ideals embodied in our Declaration of Independence. Since December 7, Filipino boys have gone down fighting beside the spiritual descendants of Lexington and Valley Forge. The Philippines are in the hands of the enemy, but their government lives. Not long since their President Manuel Quezon addressed the American Congress and signed the pact of the United Nations. The experience of the Filipinos will not be lost on hundreds of millions in the Far East.

Throughout the world wherever men and women seek the rights of

life, liberty and the pursuit of happiness, they look to the United States. Once before they looked to us and we failed them. This time we must not fail. In the years to come our youths will carry American ideals of freedom and justice to all peoples. They will carry that

which the schools have taught them—the concepts embedded in our literature, our history, our great political documents. They will carry the experience gained from practice of democratic procedure in their schools. They will carry understanding of the virtues of other peoples

gained from association with children of more than 60 nationalities and races blended in the American strain. Best of all, they will carry vision of a new world in which all men and women will be free to secure the blessings of liberty to themselves and their posterity.

We Must Protect the Children

Against the "War of Nerves"

IN CONSIDERING the problems of defending our children against psychological warfare, perhaps the best way to begin is to analyze the types of psychological attack to which they may be exposed.

The Axis methods of psychological warfare have in general included attack upon national morale through (1) the psychology of terror and (2) the creation of confusion and disunity by means of false reports and planted rumors intended to create disaffection, suspicion of our leaders and conflict among groups within our nation or among the United Nations.

As specifically related to our own nation, these attacks have also included the following measures:

1. Initially, the effort to create a belief that we were too late to influence the outcome of the war. (The success of this propaganda was considerable.)

2. Since Pearl Harbor, the effort has been rather to foster our complacency by making it appear that it is unnecessary for us to exert ourselves.

The channels of propaganda have been the direct short-wave broadcasts to us from Axis countries, Axis agents in this and other countries and all the avenues of world news. That the Axis enjoyed a surprising measure of success is indicated in such developments as the fact that the secretary of Senator Fish of New York was sentenced to prison for perjury in connection with an investigation of the fact that a speech written by a paid Nazi agent for a U. S. senator and given by that

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senator (now deceased) was distributed over the nation at government expense on the frank of Senator Fish. While his secretary is in prison, Senator Fish seeks reelection on the plea that history began on Dec. 7, 1941.

Pearl Harbor has not, however, made our children inaccessible to Axis propaganda. When the press reports the words of a Nazi submarine commander to the crew of a torpedoed vessel that the torpedoing was necessary simply because of the "criminal war-mongering" of our President, our children are still being exposed to direct Nazi propaganda. Here is a transparent (because it is relatively unclever) attempt to make us distrust and blame the President. We cannot sensibly censor such news without abandoning our philosophy of letting our people judge and without admitting that we fear such propaganda—thereby strengthening it. Our task is so to educate the children that they will recognize such propaganda for what it is.

The most important element of psychological protection of children is protection against the strategy of terror. This involves psychological preparation for air raids.

We are rightly making plans to protect children during air raids. The best of our thinking is going into this crucial problem—we are at war, air raids are possible, our children must be protected. But do we stop to explain to them why they

must be protected and how they can help in their own protection? Or do we drill them and direct them and forget that that which is not explained clearly is often full of terror for the child?

The most fundamental way of defending children against psychological warfare is to take the time to explain the situation to them. If teachers in the schoolroom are frank about the problems of warfare; if in a matter-of-fact way they discuss that which is taking place in other parts of the world; if they point out on maps where the fighting is taking place; if they discuss calmly the events that are going on, they do much to help the child to understand and accept the fact that we are at war. One cannot hide the fact of war from even small children. One can help them to understand and accept it.

The teacher should explain to the child the possibilities of air raids and should emphasize that everything possible is being done to protect him both at home and at school. The child's interest in protection should be aroused, his cooperation sought. Each child should have a job to do, for it is an old psychological principle that one who is doing something has less time for fear than one who is passive in a situation of danger.

The danger of air raids should be accepted but not played up. The distance from the enemy might logically be pointed out, our superiority in resources, our tremendous capacity for arms production, the overwhelming superiority in manpower

of our nation and allies might be used to establish confidence, if they are used with moderation and not for the establishment of complacency.

Adults need to watch carefully the things they say in front of children. Too often, careless talk of horrors of war, spreading of rumors of sabotage and danger, distress over temporary defeats are discussed with seeming obliviousness to their presence and the effect that the talk is having upon them. Children are quick to pick up the tenor of a conversation even if they cannot fully comprehend all that is said. Even little children can sense tension without understanding words. The extent to which some people fail to cerebrize was exemplified by a good but thoughtless woman who retailed to my wife in the presence of our two school-attending daughters a report that she had heard that sabotage of the schools would be the first step the enemy would take.

"I heard that the fire extinguishers in the schools already have been filled with gasoline. They think that if they harm our children, they will destroy our morale."

It was only the good fortune that our daughters had better sense than she did that made the situation amusing rather than destructive. Such unthinking talk may be deadly for the welfare of our children and passes from the area of free speech into that of moral sabotage. The conversation of adults can determine in large part the psychological welfare of the children.

Teach Causes and Aims of War

A second point of psychological defense is that children should understand clearly how we came to be in the war and what we are fighting for. Fortunately, our enemies have given us a phenomenally clear case on these points. We need but to see that the matter is clearly understood.

Older children need to be taught to weigh carefully what they hear and to understand that all that is printed or broadcast over the radio is not necessarily true. They should be taught to ask for sources, to learn how to check reports, to listen well, to weigh carefully and to think.

The older child, in particular, should be given tasks to do that will make him feel that he is con-

tributing his share to the war effort. Teachers and parents report that much restlessness is developing among adolescent boys, those of 14 and 15 who are too young to contribute much to the war effort. They are not able to get jobs as the older teen-age boy can do, they are not old enough to fight, they are too old to be easily content with collecting papers and tin foil. This group needs much more thought than we have given to it, for it is the one whose restlessness will lead into the beginnings of delinquency.

What can the teachers of the country plan for this group? How can they tie up their school work so that these boys are willing to study and to work, because they feel that their study is leading toward a vital part in the war effort? We must provide a satisfying contribution for boys of this age if we are to keep them stable.

We must aim at the preservation of democratic values. The child who is taught to hate is wasting emotional intensity that is needed for more constructive living. We should be careful to avoid cultivating intolerance toward peoples, but we must necessarily be intolerant of certain programs and actions that are dangerous to democracy. The child who is taught to hate Germans, Italians and Japanese cannot easily draw the distinction between hating Germans, Italians and Japanese who live in their own countries and those who are living in ours. He does not see clearly enough to realize that those of the hated foreign heritage in America are mostly loyal and patriotic citizens.

The child of foreign parentage may become the target of unkind treatment in the name of patriotism by the child who has been taught to hate people of enemy nationality. This is no time for rifts to develop in our national unity; loyal citizens of all nationalities must live and work together if the war is to be won. The child who attacks the boy of foreign parentage on the school playground is starting the small rift in national unity which his parents may help to develop into a broader one. Hatred of people contributes little to the war effort and is destructive of our democratic values. Hatred of oppression, enslavement, the philosophy of a master race, the denial of human values is necessary.

Those who are working with children need to be on the alert for symptoms of tension in children that may indicate the effect of the fear of war and must attempt to understand and steady the child when the symptoms first appear. There will be great differences in the way in which children accept the strains of war. Experience in Britain has shown that many children carry the strain better than many adults, but there are countless numbers who will show increased tensions, resulting in the development of restlessness, nervous habits, irritability and failure to sleep and eat well. Punishment of these children is destructive. Calmness, tolerance, self-control and an attempt to understand and to alleviate the cause of the anxiety are much more constructive than punishment.

Normal Routine Is Essential

In our desire to have our children take their part in the war effort, desirable and wholesome as that can be, we must not overlook the fact that one of the major ways in which we can keep them stable is to carry on as usual the normal activities of life. Reports from England state that, with youngsters especially, it is not so much the strain of the actual bombing that upsets the child as the destruction of his normal routine. In keeping our children stable it is vital that normal family life continue as steadily as possible, that the mother in her desire to help should not put her war work before the welfare of her family, that she does not work and leave the home unless it is financially necessary.

It is necessary for the school and the community agencies, instead of curtailing budgets for organized recreation, to see that there is much wholesome organized play activity for the boy and the girl, that they shall not be left to haphazard street play. Our youth clubs while helping boys and girls to participate in war activities should also be careful not to overlook the need for fun and pleasure. It is our duty as parents, teachers and citizens to see that our children are as happy as it is possible for them to be during war time.

Finally, we must not forget that it is the morale of the adults that sets the morale of the children. If the adults keep steady and sane and sensible the children will do likewise.

This Is No Time for ACCIDENTS

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THE consensus of school administrators who attended a conference on the "National Emergency, Safety and the Schools" in New York some months ago could be expressed in the statement, "This is no time for accidents." Their reasoning is clear. Whatever happens—whether there is an air raid, fire or other disaster—the children must be kept in as safe an environment as possible.

One can go still further in this reasoning and indicate four important points on which there should be general agreement:

1. The war program has three important needs: manpower, matériel and morale.

2. Anything that weakens these resources injures our war effort; conversely, anything that conserves them strengthens our defense.

3. Accidents, fires and disasters strike directly at manpower, matériel and morale and tend to weaken defense.

4. It has been clearly demonstrated that safety activities can reduce accidents. Anything that can be done to strengthen these activities thereby strengthens the nation.

Some school administrators appear to be satisfied when they say, "We do not have accidents of any serious importance in our schools," or "We have not had school fires in our city in recent years." The fact remains that there are still altogether too many accidents involving school children and that every day there are five school fires in the United States.

Going still further, we find, on the basis of National Safety Council statistics, that an average of 3000 school children were injured in accidents last year for each hundred thousand enrolled. Of this number, 44 per cent were hurt in school accidents and 56 per cent in non-



Adequate supervision in gymnasium work is essential to prevent accidents.

school accidents. Of the school accidents, 33 per cent took place in the gymnasium, 19 per cent in the halls and on stairs, 18 per cent in the shops, 13 per cent in the classrooms and 17 per cent in other places. Forty-two per cent of the accidents on school grounds occurred in unorganized activities, 18 per cent in football, 11 per cent in baseball, 8 per cent on apparatus and 21 per cent in other organized playground games.

On the basis of the available facts, it is estimated that 6600 children between the ages of 5 and 15 were killed last year and more than 700,000 were injured. For the first time in many years, fatalities for this age group showed an upward trend. Undoubtedly, losses of this kind tend to weaken our effective national strength.

These statistics reemphasize the fact that the schools have a definite responsibility to do all they can to keep accidents at a minimum. This means an attack on accident causes through three approaches: (1) providing a safe school environment,

(2) regulation and supervision of activities and (3) safety instruction. These are similar in a way to the three E's of safety—engineering, enforcement and education.

What, then, are the important responsibilities of the schools in the safety program?

State laws place many of the safety responsibilities on the shoulders of the local school board and the superintendent. The construction, repair, sanitation and maintenance of school buildings, for example, are obviously among their first responsibilities. But there are many other activities that they can carry on that will be effective in reducing accidents. Some of the more important points to consider will be enumerated.

1. See to it that a well-defined program of fire drills is carried on in each school.

2. Regularly inspect school buildings to locate and correct hazardous conditions, such as inadequate lighting, defective equipment and fire hazards.

3. Set up a complete accident re-

porting system that will include the reporting of accidents, a follow-up investigation and the use of the facts to prevent further accidents.

4. Provide for the initiation and planning of the curriculum in safety education and for the furnishing of textbooks, courses of study and other instructional materials.

5. Arrange for various types of insurance, such as public liability, workmen's compensation, property damage and fire.

6. Interpret legal requirements, liability and negligence to the staff.

7. Allocate safety responsibilities to principals, custodians, directors of various departments and other personnel.

8. Represent the schools on community safety councils, campaigns and other local movements.

9. See to it that new and repaired buildings meet accepted safety standards.

10. Provide for the transportation of school children by competent drivers in safe school buses, covered by public liability and property damage insurance.

11. Provide for the effective supervision of athletics and other co-curricular activities.

12. Determine policies regarding first aid and the provision of first-aid equipment in all buildings.

13. Provide for the in-service training of teachers.

14. See to it that police protection is available at important school crossings and that school zone or other warning signs are placed in the vicinity of school property.

15. Provide adequate and supervised school playground areas; cooperate with the police and park departments to set aside streets for coasting and to teach children to use reasonably safe play spaces rather than the streets.

16. Conduct surveys to determine the best sites of future school buildings, remembering the importance of safety as one of the criteria for their location.

The principal is charged with administering the safety regulations and programs that have been established. He must see to it that fire drills are carried out, that hazardous conditions within the building are remedied and that instructions from the superintendent are brought to the attention of teachers. He should

also assume these additional responsibilities:

1. Continue to study the accident situation of the school and apply preventive measures.

2. Arrange for school assemblies and other extracurricular activities designed to provide safety instruction.

3. Make sure that crossings are protected by police.

4. Provide for the regulation of traffic within the school building by hall monitors and set up safety patrols at important traffic crossings in the school's vicinity.

5. Plan for the parking of vehicles about school buildings and for the loading and unloading of school buses.

6. Have directors of special subjects, such as physical education, school shops and the sciences, prepare plans for keeping accidents at a minimum.

7. Interpret the school safety program to the parents.

8. Obtain necessary instructional materials—books, tests and visual aids.

9. Release teachers for demonstrations, conferences and institutes.

10. Provide for protection and adequate seating at athletic games.

11. Call to the attention of teachers special outdoor hazards, accident facts and instructional materials.

The teacher is recognized by the courts as being *in loco parentis*. She is responsible not only for the safety instruction, but also for the supervision of the activities of pupils in her care. The school board may make regulations and pass these on to principals, but the execution of many of these regulations is in the hands of teachers. The following suggestions are intended to help the teacher:

1. Give attention to the control of children during dismissals, fire drills and assemblies, and also in the gymnasiums, shops and school cafeteria.

2. Practice good housekeeping in the classroom and laboratory.

3. Carry on an effective instructional program through the use of integration, special periods and extracurricular activities.

4. Utilize accident data to change unsafe practices of pupils.

5. Carefully supervise such pupil activities as excursions and clubs.

"Safe driving" becomes more than just a catchword when pupils are given specific practical training in the operation of a car by an expert.



6. Build good morale relative to war activities, air-raid drills and safety precautions.

7. Make an individual study of pupils to help correct unsafe practices or behavior.

A good school custodian can make valuable contributions to the safety of pupils. Since a large percentage of fires in school buildings originate in the basement, fire prevention and protection are his first responsibilities. In addition, there are other things that he can do.

1. See to it that rubbish and other combustible materials do not accumulate in any part of the building.

2. Remove ice and snow from steps and walks.

3. Take care of minor repairs, such as the removal or replacement of loose treads, broken boards, loose handrails and sharp obstructions.

4. Provide adequate light and heat.

5. Assist in the repair of playground or gymnasium apparatus.

6. Keep fire escapes and fire doors in serviceable condition.

Well-trained and adequately equipped safety patrols help materially to reduce the number of injuries from automobile accidents among pupils.

7. Carry out other procedures and regulations set up by the board of education.

Many school accidents take place in school shops and it is important that all shop teachers take proper precautions to prevent accidents. Some of these precautions are:

1. Insist on proper housekeeping, storing of supplies and care of machines.

2. See that machine guards are installed and used.

3. Require safe practices on the part of pupils in all shop activities.

4. Inspect machines regularly for defective parts or operation.

5. Carry on all the safe practices that would be expected in the well-organized industrial shop.

It has been previously pointed out that nearly half the accidents that occur in school buildings occur during physical education activities. It is, therefore, important that teachers in this department exercise special precautions, such as the following:

1. Supervise pupils in the locker and shower rooms (only too often these rooms are left unsupervised when the teacher is in the gymnasium).

2. Provide protection for pupils using various types of apparatus.

3. Provide pads for sharp jutting sidewalls or apparatus to prevent accidents during competitive games.

4. Make sure that the gymnasium floor is so treated that it is not too slippery and that other playing surfaces are as safe as possible.

5. Provide close supervision of pupils in the school swimming pool.

6. Have capable officials supervise games.

7. See that physical examinations are given to all pupils and that those with certain physical defects are restricted as to the nature of the activities in which they may engage.

8. Provide a proper background of fundamental coaching in all sports, *i.e.* teach ground squad members the fundamental skills of a sport, such as tackling and blocking in football and batting and sliding in baseball, so that they will have fewer accidents.

9. See that first aid is given to injured athletes and that a doctor is present at major athletic contests.

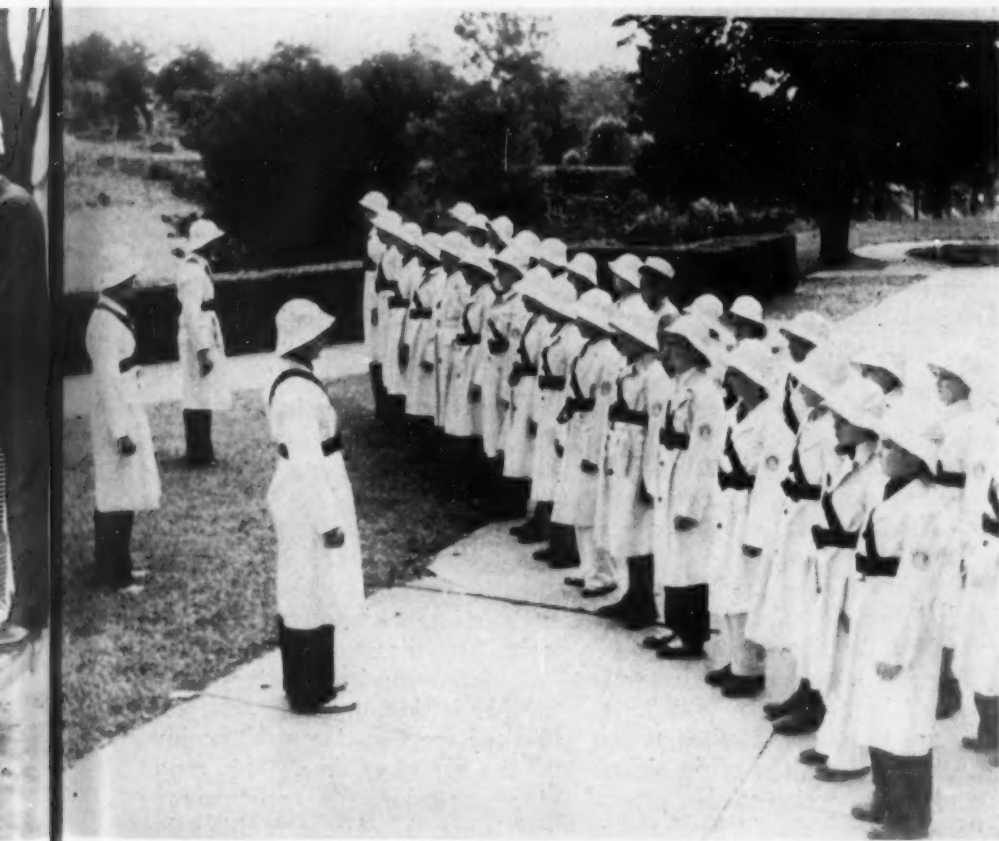
10. Provide for proper conditioning of players who are to compete in sports. All evidence tends to show that players who have been properly conditioned and grounded in fundamentals are likely to have fewer accidents.

11. Inspect apparatus used in the gymnasium and on playgrounds regularly and make sure that defective conditions are remedied.

It is not possible in this brief outline to include specific work for others on the school staff. The doctor, the nurse and teachers of household arts and the sciences also have responsibilities. Nor has it been feasible to include items having to do with air raids or other emergency measures.

The job of keeping children safe must be a joint effort of school officials, the staff, parents and the police. Other agencies, such as the fire and park departments, have something to contribute. Accidents can be reduced as has been clearly demonstrated, but to effect any marked decrease in a given community all safety forces have to be marshalled and utilized.

The remarkable safety record established by such cities as Milwaukee, Kansas City, Providence and Dallas in the past few years shows that organized efforts bring results in saving lives.



Schools Must Have MONEY

If we fail to provide for the support of education now, we are failing to make adequate preparation for ultimate victory on the home front

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IT WOULD be possible for this country to win the war and lose the ultimate objectives we are fighting for—peace and the American way. We shall win the war through the action of the armed forces on the fields of battle. But the preservation of peace and the democratic life calls for something different. Underneath it all there must be a firm foundation upon which to build peace and human values. Broadly conceived, it is through education alone that we shall be able to achieve victory in that respect. The people must be taught the ways of peace if those ways are to become a part of their lives.

We have seen what it means for a nation to neglect adequate military preparation. In this day of blitzkriegs, such a nation pays for its neglect by being crushed almost overnight. In our provisions for education today it would pay us to learn a lesson from military needs. If a comprehensive program of education is neglected now, the situation, so far as meeting both postwar and current problems is concerned, will be parallel to the military conditions in those nations that neglected adequate military preparation. If the American people neglect the schools now, there is little doubt that the forces opposed to all that America is fighting for will rush in and catch this country unprepared to meet the problems facing a free people after the war. There will not be time to wait a generation and then educate America in the ways of peace. The net result of failure to maintain schools adequately will be that this country won the war through mili-

tary action but, as a result of neglect on the home front, lost the objective for which it fought.

These statements infer that by the time the problems of peace and readjustment are upon us, the American people must have an understanding of those problems if they are to be met and solved adequately. This calls for a comprehensive program of education, a program that comes to grips with those problems in a realistic way *now*, not merely after they arise. There can be no question about it; we know those problems are out there, just a little way ahead.

Since the work of the school definitely is tied up with both the immediate and the future objectives that are receiving the major part of the attention of the American people today, the implications for the support of the schools seem clear. To neglect the schools at the present time by failing to provide for their adequate financial support would mean to neglect adequate preparation for ultimate victory on the home front.

If this contention is correct, the American people in allocating funds to the schools so that the educational program can be carried on effectively are not acting irrationally. In a very real sense, the people thereby are directing attention and allocating funds in a total effort for both immediate and ultimate victory.

Worthy aims and needs must be followed by a program of action if they are to produce desired results. The financial support of the schools affords no exception to that general rule. Educators should have a clear

concept of what adequate financial support means in terms of carrying on a program of education that meets the need today, as well as a knowledge of the place education will play in helping America meet the problems of peace and readjustment after the war. They should know what an adequate program of school support consists of, and also what responsibility the local district, the state and the federal government will have for the support of the schools.

School people should become familiar with the nature and scope of all governmental services, federal, state and local. This would include critical judgment concerning the relative worth of those services, with special scrutiny of political or "pork barrel" expenditures. In addition, educators should be familiar with the degree of efficiency in expenditures at the three levels of government. The discussion of the problem of adequate financial support for the schools should form a part of local faculty meetings. That problem also should come in for its due share of consideration on the part of those responsible for the programs of teachers' associations.

These suggestions pertain to educators and their understanding of the problem. There is another need that should not be overlooked. A comprehensive program of social interpretation or public relations concerning the problem of school support should be carried on. The people should become familiar with the problem of adequate support for the schools and what that support means in terms of the type of educational opportunity afforded their children.

Attention also should be given to the rise in the standard of living and its implications for school support. According to reliable estimates the rise in prices during recent months is close to 20 per cent. Predictions are that they will continue to rise for some time. This condition is a product of our war economy and is not, therefore, something that

the local community has brought on itself. The program of social interpretation should help to develop the public's understanding of the part education is playing in winning the war and also of the part the schools must play in achieving America's aim of peace and the democratic way of life.

If America is to win this war and achieve her ultimate objective, we are forced to fight it out on two fronts. Let us make no mistake about that. One of those fronts is the place where the armed forces meet the enemy. The other is the home front. In this day of blitzkriegs, it would be the height of folly for America to neglect adequate preparation to meet the enemy on either front. We cannot go on improvising makeshift solutions after the battle is on.

So far as the work of the schools is concerned, there must be foresight backed up with a high type of leadership, if the schools are to play the rôle they should play in American life. For educators to neglect to work for adequate financial support for the schools as a means of obtaining better qualified teachers and administrators, an adequate curriculum and a comprehensive guidance program would be quite as reprehensible as it would be for those in charge of the armed forces to accept inferior military equipment when they could have the best if they only had the vision to see the need and make it known to the American people.

The people generally are not trained in military tactics. Neither do they have a profound knowledge of military equipment. They do know that to fight a war there must be an Army, a Navy and an Air Force. They also know that there is need for tanks, cannons, warships, airplanes and capable personnel. How much and what type of equipment? The public relies chiefly on the recommendations of those best trained in military matters for the answer to that question. When the people know what those recommendations are, the armed forces will get the best there is and all of it they need—in short order.

For three centuries the people have understood reasonably well the part education plays in American life. However, they are not trained educators and they have entrusted most of the work of the schools, especially

the technical aspects of planning and carrying on an educational program, to those who are trained for such a task. The people look to educators for information and advice concerning the school and its needs.

This being the case, educators have a professional responsibility today comparable to that of the military leaders, differing only in the procedure to be used. That responsibility

can be met only through a type of leadership that brings the people to see clearly the part the schools are and should be playing in achieving the ultimate aim for which America is fighting. When that responsibility has been met, the educational forces that are fighting the battle on the home front will get what they need and the best there is—in short order.

Tennessee rules on the sphere of the

SCHOOL BAND

M. M. CHAMBERS

SPECIALIST IN SCHOOL LAW

SOME difficult and far-reaching issues are raised when public school activities come into competition with organized labor. Witness the furore concerning the broadcasting of programs of the National Music Camp at Interlochen, Mich., last July.

This is by no means the first instance of conflict between school musical organizations and the American Federation of Musicians. Three years ago the Tennessee legislature enacted a statute prohibiting bands or orchestras of any state institutions (including all public schools) from playing elsewhere than at school or public functions where no admission fee was charged or at functions sponsored by nonprofit organizations, except in counties where no professional bands exist.

There was no doubt as to the purpose of the statute, for it embodied an explicit declaration on that point: "The intent and purpose of this act, as an expression of the public policy of this state, is to avoid and prevent such bands or orchestras from in any and every possible way competing with or making unnecessary the employment of civilian musicians."

This statement of purpose was adjudged by the supreme court of Tennessee in 1941 to be in conflict with the state constitution and, hence, the act was pronounced unconstitutional and invalid. The case arose when a minority of the directors of a Memphis local of the American Federation of Musicians sought and obtained a permanent injunction to restrain their own officers from expending funds of the local for the purpose of obtaining enforcement of the statute.¹

At the bar of the supreme court the parties agreed that the issue was the constitutionality of the act. The pertinent sections of the constitution read in part as follows: "No man shall be disseized of his liberties or privileges . . . or deprived of his liberty or property, but by the judgment of his peers or the law of the land" and "The legislature shall have no power to pass any law for the benefit of individuals, inconsistent with the general laws of the land."

The connection between these sections and the statute in question

¹Gentry v. Memphis Federation of Musicians (Local No. 71), 177 Tenn. 566, 151 S. W. (2d) 1081, 134 A. L. R. 1270 (1941).

appears in the words of the court: "The act does not seek to regulate the activities of students as such but attempts to regulate the activities of citizens, who happen to be students, in their relations with other citizens."

Continuing from this point and becoming somewhat more lucid, the court added: "It could hardly be contended that a law was valid which forbade a citizen to render his neighbor a service merely because there was an artisan in the same county whose vocation it was to perform such services for compensation. That, however, is the effect of this statute. It undertakes to prevent a group of amateur musicians from contributing their services at various functions in counties where there is another group of musicians whose business it is to render such services at such functions for hire."

The court concluded: "These students are entitled to the benefits of the state's institutions under general laws. We think their extracurricular activities cannot be penalized as here attempted for the declared purpose and the sole purpose of profit to another group of citizens."

Purpose of Act Is Criterion

It had already been made abundantly clear that it is within the power of the legislature or of the state educational agencies to regulate the conduct of school bands or even to prohibit the existence of school bands, if the purpose were to improve the discipline, welfare or effectiveness of the schools, and if the rule were reasonably likely to attain that aim. But here the declared purpose was quite different.

"The act, therefore, is not an effort to exercise the state's power in the interest of its institutions or in the interests of the beneficiaries of those institutions. It has no such direction. It penalizes certain conduct of students in state institutions and those in control of the institutions, which conduct has no relation to the welfare or efficiency of such institutions."

Virtually the same distinctions had been made in the brief of counsel for the plaintiff, where the point was put as follows: "The questioned act directly affects the students in the schools and their rights and privileges as citizens. It does not affect

them in their scholastic capacity, nor can the most far-fetched construction give the act any meaning other than the one expressed therein, that the purpose is not to affect the educational system but to prevent competition with professional labor."

There was no clash between this statement and the brief for the defense, which simply said in essence: "The act is in accord with modern legislation seeking to protect labor against unfair competition," and "It is an effort to protect free labor against interference from state-operated institutions."

Individual's Rights Upheld

It is interesting to reflect upon some of the principles here involved, beyond the point where the record stops. The fundamental principle is that the legislature may determine public policy for the state, subject to the limitation that it must not abridge or destroy the constitutional rights of individuals or establish a privilege for one individual or class of individuals as against another or to the detriment of the general welfare.

Assuming that the reason of the Tennessee court is correct, it would stand on a too narrow base if it rested solely on the dictum that the state can regulate its own institutions only for reasons related to the benefit of the institutions themselves or of their immediate beneficiaries. Unquestionably, the state can also regulate its institutions to bring them into conformity with an established public policy aimed at the general welfare.

The decision is on firmer legal ground when it declares in effect that the rights of an individual who happens to be a student and an amateur musician would be unduly abridged if he were forbidden to exercise his talents in his community, in company with others like him, in situations where the audience pays an admission fee and where a professional musical organization exists that is available for the same services at a standard fee maintained by that organization.

Courts are not expected to go beyond the settlement of the issues immediately before them or to explore the conjectural sequels. Such matters remain for the future attention of the policy-making authorities.

If we can look into that aspect of the case from the viewpoint of school policy, we can imagine instances in which a school band or orchestra might be allowed to participate all too extensively in too many types of local high jinks, greatly to the detriment of the discipline of the school and to the educational progress of the pupils immediately concerned. The wisdom of the school authorities and the mores of the community, however, are generally reliable safeguards.

On the other hand, it is easily conceivable that both the school and the community might be heavy losers in cultural progress and morale if school parties to which a nominal admission fee is charged and similar neighborhood meetings for a great variety of meritorious purposes were strictly deprived of instrumental music unless they were able and willing to employ professional musicians at standard rates. This would tend to stifle community initiative in its incipency and would, in effect, place an essentially public community service at the mercy of a tightly knit private organization, to the extreme disadvantage of the community and of the private organization itself.

Statute of 1939 Made Void

The Tennessee decision leaves it plain that the activities of school bands may be regulated by statutes or school board rules grounded on considerations of the educational efficiency of the schools but naturally does not permanently settle the difficult issues of public policy bound up in the future relations between public schools and labor organizations, though it does proclaim that the particular Tennessee statute of 1939 is void and of no effect.

The decision will also have the result of warning lawmaking bodies throughout the land that statutes designed to restrict the extracurricular activities of public schools in school and community, apparently for the sole purpose of placating groups of citizens who promote the restriction in their own interest, may run afoul of constitutional barriers. In a sense it is a victory in behalf of the freedom of teachers and pupils to develop legitimate activities in the service of the school and the community.

SCHOOL HOUSE Planning

SIX VIEWS ON POSTWAR DESIGN

By JOHN J. DONOVAN, RALPH E. HACKER, CARL J. MALMFELDT
RICHARD J. NEUTRA, ERNEST SIBLEY and E. POST TOOKER

I. DONOVAN

THE war has changed our perspective drastically. I may be wrong but I believe when school building is revived by school districts we shall have a different type of construction than that which prevailed before the war. I feel ECONOMY will be spelled with capital letters because temporary buildings for barracks, low rent housing and defense housing have given the profession and the public a different view from that which was held before. I feel certain that anything that pertains to the monumental and ideal architecture is gone, at least for some time to come.

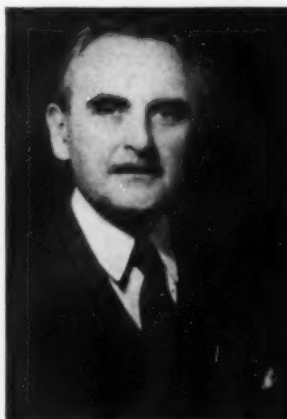
The whole trend will be toward economy. No longer will school buildings cost more than \$4 or \$5 per square foot of floor area. Where zones will permit it, frame construction will be used generally. Larger areas of land will be purchased for school property and school buildings, regardless of size, are likely to be one story high.

In California nearly all the schools

are being built at this time in one story buildings and, by the way, the one story school building has many advantages. The element of safety enters into the minds of boards of education, parents and teachers. The matter of administration of the one story school may be a little more difficult than that of the two story building, but with modern appliances, such as public address and communication systems, I don't see why the administrator cannot perform his work equally as well in a one story building as in a two

or more story building. Of course, in cities and in congested areas and where land is limited, the higher building will necessarily have to be built; anything more than two stories should be fire resistive construction. In congested areas the one story frame building probably will not be permitted, but these areas constitute only a small part of the country.

I believe that a complete change will take place in the planning of interior equipment. Just what this will be I don't know and cannot tell until we have had a chance to ob-



NEUTRA



MALMFELDT



SIBLEY

tain the views of men and women in education who will want to double up here and there on subjects that will be taught. More attention will be paid to the mathematics of aviation and engineering.

Finally, I wonder if money will be available to build schools in the postwar period unless the federal government steps in and provides the larger portion of the cost. Then the government will probably want to have a hand in what is to be planned because if it provides the money it is entitled to be the boss.

2. HACKER

WHAT will school buildings of the postwar period be like? One thing is certain—the American public has long been convinced that quality products and construction give the greatest satisfaction and are the most economical in the long run. The dollar unwisely saved on the initial expenditure may be spent several times over in unnecessary upkeep. Unless this nation is forced to live a hand-to-mouth postwar existence, quality will still be demanded in school construction, as well as in other products.

Postwar school buildings must take into consideration not only protection from fire, panic and other peace-time hazards but safety for the occupants during future wars, which quite probably will come despite much wishful thinking and effort to the contrary.

In the war emergency many wood and prefabricated wood school buildings are being erected. Prefabricated wood schools have been utilized during peace times for more than thirty years for districts requiring additional facilities where the need is too small to warrant erecting a permanent structure. In colder climates prefabricated schools have presented many problems and the majority have been demolished in New York's metropolitan area. What is known as "nuclear" construction provides the solution for shifting industrial populations during the war and the postwar period for school buildings.

Bombing, shell fire and earthquakes have demonstrated the immeasurably superior safety qualities of steel, reinforced concrete and reinforced brickwork over other types of materials for school construction.

These, together with the unlimited potentialities of plastics and the enormous plant capacities being developed for steel, copper, aluminum and other metals, and the war's inroads into reserves of standing timber, indicate the wisdom of continuing development and use of noncombustible materials for both public and private buildings. Higher maintenance and early obsolescence are indicated for buildings of combustible materials. Structural aluminum and colored plastics were available before the war and only the high cost that precedes large volume has prevented wider use of these materials in school buildings.

The "modernistic" style will have vogue in postwar buildings but will require an increasing exterior use of color if it is to survive. The impact of the colors of the Orient on our troops will carry over into the country's postwar esthetic conceptions.

Modern school interiors are growing more expressive of the trend throughout the country toward color consciousness. The interior of the newest elementary school at Teaneck, N. J., illustrates the careful use of color to achieve the most desirable effects from the esthetic, psychological and educational standpoint. What is distinctive today will be considered essential for the schools of the postwar period.

The new functional educational program of the postwar period will be reflected in both plan and design by the experienced school architect. Many technological developments resulting from this war will have a marked effect on our national life and education and on the school buildings of the postwar period.

3. MALMFELDT

ARCHITECTS will continue to plan school buildings in the postwar period by following the education program of requirements. Schools will improve with the advancement of civilization and this advancement will continue to be influenced by our schools. It will be the duty of educators to find better methods of teaching through research and study of the needs of children and to present them in the building program of requirements.

The architects' responsibility of planning schools to meet these needs

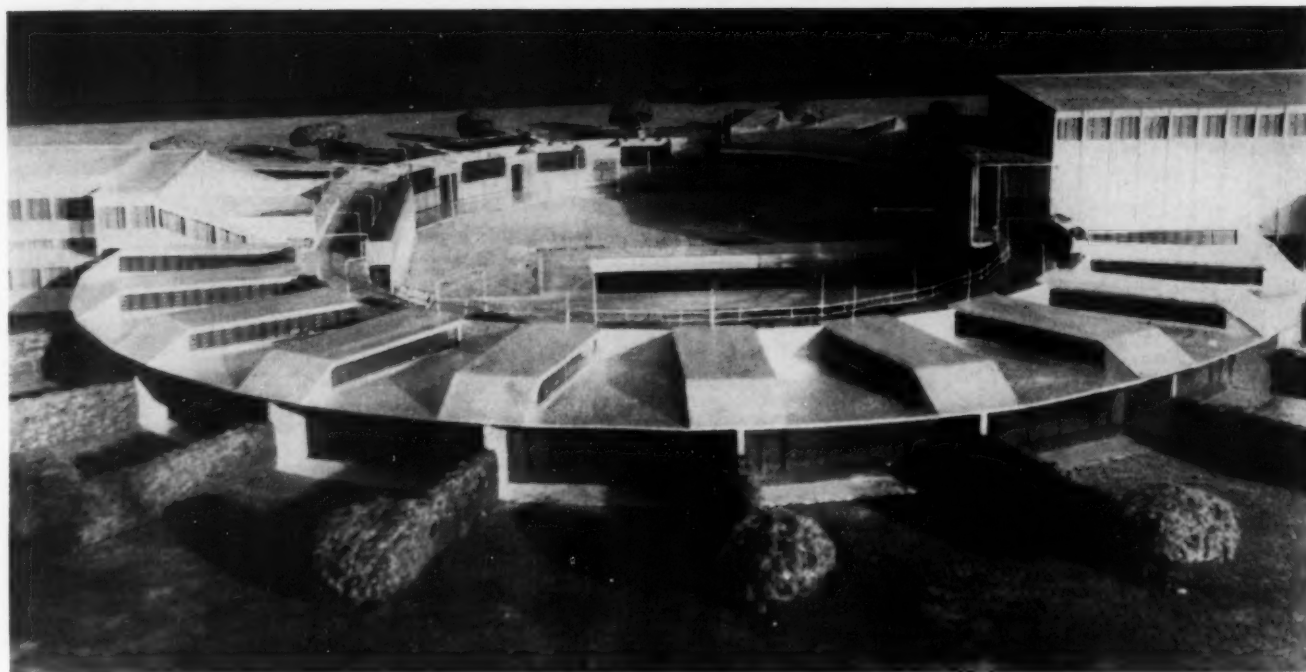
successfully will be by the old process of studying the problem thoroughly and planning the building to function well. While a building makes possible a school, it is not the school. The housing of good schools requires the full cooperation of educators and architects.

The conversion of schools from war time to peace time will be a factor in establishing a lasting peace as the war effort of schools will prove to be of sound practical value in winning the war. Courses of study will include the teaching of the common fundamental beliefs held by all sects to develop healthy minds and good citizenship in order to help promote the welfare of our country. The general mechanical aptitudes of youth will be encouraged and broadened to fit the postwar needs of industry. Accommodations for the teaching of the necessary information, trades of skill and health will be changed as better ways of teaching are discovered.

Schools will become the logical place to carry on community efforts in the advancement of cultural and social activities, recreation and clinical care. The schools of tomorrow will be designed for all members of the community.

Construction changes will be made as research designers find better methods. The use of prefabricated materials will help speed up construction and fewer man hours will be needed at the job. Vast strides in the fields of lighting, glass, plastics and wall materials will be reflected in school interiors. Lighting will include germicide elements; glareproof window glass will eliminate the need for shades; plaster will gradually be replaced by acoustical and serviceable wall boards; plastic materials will be greatly improved for floor use.

Heating and ventilating will be combined into a foolproof system of air conditioning which will control relative humidity, air changes and temperature. There will be no demand for independent ventilation systems that may never be used as heating engineers continue to improve air conditioning. As we learn more of the effect of color on the individual, more thought will be given to color selection. Basements will be a thing of the past except for mechanical equipment and where



**Prefabricated ringplan school
developed by Richard J. Neutra**

grade conditions dictate economy of design. Dual use of rooms, elimination of waste space and the unnecessary use of materials will again assist the economic side of the picture.

A fine period of modern architecture will be developed, one that will be an honest expression of good planning. Good architecture may be expressed in symmetry or it may be unsymmetrical, but a plan that is forced for the purpose of expressing any period style of architecture will not be considered good common sense. Most of the future improvements will be made by the influence of the educators in finding the needs and better methods of teaching and by the architect in making these needs work well.

4. NEUTRA

Educators are likely to play the most constructive rôle in winning the peace. Wars always have been periods of intensely quickened obsolescence, not only of material but also of mental investments. With a speed greater than normal, the past is being removed into a farther background and a new generation of citizens must urgently be conditioned to fit the new constellation.

The architect, and especially the designer of school buildings, is in a way profoundly active as an educator and as a collaborator of forward looking educators. Postwar school plants will undoubtedly have

to reflect such close cooperation and the proper evaluation of the powerful new circumstances. To serve the one and only purpose of education, school plants will not strive toward a deadweight monumentalism. Their design will be opposed to static rigidity and inclined toward flexible, adjustable and readjustable layouts.

After a period of pronounced and concerted action, as this war represents, learning by action and activity will be stressed. Accommodations will be designed not so much for the attendance of many single pupils as isolated students of academic subjects but for cooperative group work and teamwork of young human beings trained to recognize the assets of combination effort when they grow to maturity.

While budgets for school construction will certainly be wisely weighed, wholesale "economy" in the furnishing and spreading of educational facilities would be a poorly fitting answer to a situation that calls for just the contrary.

The war has brought and will continue to bring shifts in population and employment markets; it has acted as mover of industries to new locations.

School plants will have to be spotted in areas where earlier there was no need of them. And materials that had not been heard of or were too costly in prewar times will be-

come logical and convincing local materials.

The more industrialized construction becomes in general and the more school sites occur in outlying districts, the more shop preparation of elements or total prefabrication of school plants, as I have predicted for two decades, becomes expeditious and economical. Beyond these factors it may ensure greater and more uniform quality of the plants from the point of view of the educator.

Whatever the speed of industrialization in furnishing school facilities may prove to be, there can be no doubt that a host of new raw materials and half-finished industrial products will invade the detail construction and appear in school specifications. New methods of joining the framework, of finishing surfaces, of installing appliances may modify layouts and may find expression in design.

Illumination by day and night, apparatus for television and broadcasting, acoustical and visual devices, paints and coatings, reaching new technical perfection through some of the war industries and in the construction of their plants, undoubtedly will not disappear again but will seek and find broader applicability.

Plastics, new metal alloys, diatom composition, sound and temperature insulating panels of many types and plywood will contest their place in the world of structural and furniture design.

With so many novel elements in use and in production entering the picture, school plants cannot be adequate except if conceived in a thoroughly contemporary spirit.

Colorful, but of formal simplicity, these school buildings will express the whole and the detail of ideas and procedure in which the foremost educators will have agreed in order wholesomely to condition the coming generation of a new era.

5. SIBLEY

LACK of foresight, as unearthed by our war activities, has focused public attention on the importance of preparing adequately to cope with a situation even remotely possible. This aroused public consciousness should lead to a long-range scientific planning for better school building sites, generous tracts that are well located, are related to town and city planning and are purchased before condemnation proceedings are necessary and costs prohibitive.

These future policies will be largely controlled by the young men who now make up our fighting forces and the young women who are joining the auxiliary military organizations. They will forever take issue with those who advance notions of false economy where their children's education is concerned.

We may well anticipate that air fields will be a necessary and accepted unit of the future high school site and that there will be a greater number of and more generous playing fields for each age group, all brought into harmonious relationship with the school gymnasiums. We shall see the day, too, when swimming pools are a "must" in the state's requirements for a high school.

In the new scheme of things the school architect is threatened with economies that he has never before been compelled to practice, and under that compulsion his skill and ingenuity will be fully exercised. This undisguised blessing will prevent the application of unnecessary ornament—our dearest vice—and the tendency to add features that have neither use nor meaning. Something approaching perfection is attained in architectural design, not when we can no longer add but when we can no longer take anything away.

Postwar industry will produce many good and economical construction materials. Plastics and such products as plywood and fiber board will be more extensively adopted for interiors, with no sacrifice whatsoever of beauty or permanence.

Viewing the future we see school building construction as still largely fireproof, or fire-safe and enduring. Stone, brick, concrete and steel will continue to be the basic materials for construction, although prefabricated units of many sorts will serve to accelerate construction and lessen its cost.

We consider it unlikely that prefabricated or demountable buildings will increase in favor, certainly not for school buildings. Neither new methods, new materials, nor machine-age efficiency can wipe out the sentiment that enters into the building of a school. Like the home, the school building will steadfastly resist any threat to its expression of beauty and stability.

We shall continue to see examples of monumental architecture, but school buildings do not call for designing in the grand manner. They should, however, be endowed with the dignity that denotes their importance and have beauty without and within as a spiritual necessity.

Controversy still flames now and then over the relative merits of the so-called modern and the traditional styles of architecture, but since they are not irreconcilable and have repeatedly been merged into a pleasing expression of both the controversy no longer holds our interest.

Unilateral classroom lighting will gradually disappear with the wider use of movable furniture and so will the present square foot standards for classrooms as their floor areas are increased to accommodate the new laboratory type of classroom teaching.

Architects generally have kept pace with the growing popularity of decorative color effects within our schools. Skillfully selected paints, wallpaper, rugs, draperies, upholsteries, murals and period furniture for the schools are means of providing that beauty of form and color to which young lives should constantly be exposed.

The war is revealing the importance of many skills for which the schools must provide training and

equipment on a more extensive scale than ever before. The school architect will need to extend his knowledge of these skills and of the equipment required to exercise them to whatever extent is necessary in order to plan properly for them in the buildings.

We have no illusions concerning the difficulties that will confront us professionally in the postwar adjustment, but we shall be an essential part of a great constructive program to restore the world's beauty and order. We are eager to get back to work and we shall consecrate all our skill and energy on the development of educational plants that will adequately fulfill their larger function. We shall have to think broadly, learn to merge realism with idealism and work in close alliance with those who have come to know in what measure America has failed to meet the challenge of her youth.

6. TOOKER

THE taxpayer is going to be the determining factor in school construction during the postwar period, and we might as well recognize now that this means economy. The time has passed when we could indulge in little extras to satisfy our individual tastes and preferences. We're going to get down to bedrock, provide the actual necessities and cut out the frills.

For this reason, it is logical to expect a definite trend toward modern design. Its simple lines and absence of ornamentation recommend it for practicability, also an economy measure. We are going to think less of exterior appearance and more about interior facilities. After all, it is what goes on within the building that counts.

We are still going to build schools for so-called permanency, I believe. Despite the fact that we are learning and will continue to learn much from emergency housing, I cannot agree that prefabrication and demountable construction will have any long-term application to school buildings.

While it is possible that we shall see greater use of plastics within and without, price will be the determining factor. It must be remembered that with the termination of the war, materials that we have used hereto-

fore with success will again be available at lower prices.

The same economy that we must practice in exterior school design will apply to interior planning. We have given too much accent, no doubt, to gymnasiums as play areas for such games as basketball, in which comparatively few members of the student body participate. In the future, we shall see more combination auditorium-gymnasiums.

Schools made brighter through greater use of window space, as exemplified in modern design, also by greater use of color, should require less artificial illumination. Fluorescent lighting, while highly desirable for specialized purposes as over work benches and other concentrated work areas, has no particular advantage for classroom illumination. Glass brick will help materially in spreading natural light into

interior corridors; it also functions satisfactorily where applied to the outside walls of stair wells.

Economy throughout must be the primary consideration. Among other changes something must be made to bring into proper scale such items as heating and ventilating, plumbing and electrical systems that have been known to represent 33-1/3 per cent of the entire construction cost. All that is now in the past.

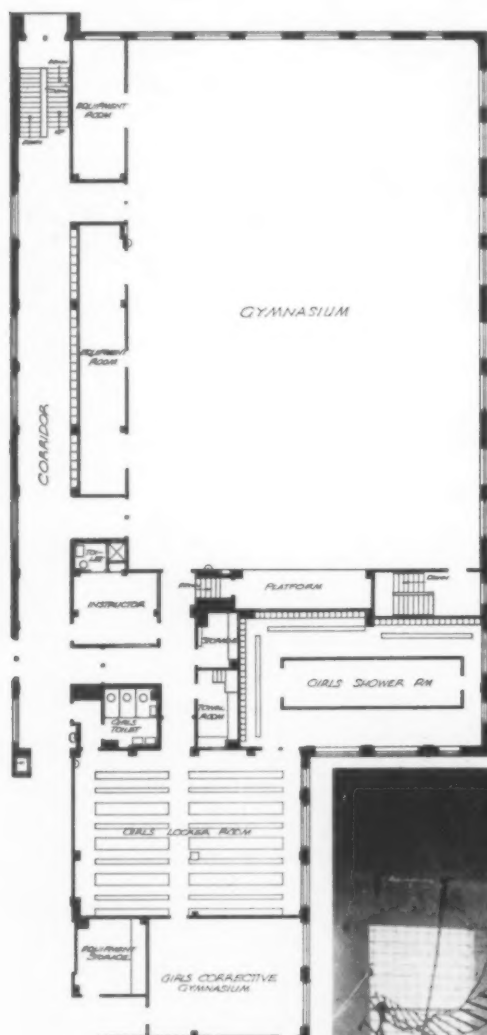
Housing for Health Trainees

Not originally a war measure but important in our present emergency is the course for nurse attendants being given each year at the Middlesex County Vocational School for Girls at Woodbridge, N. J. It is designed to train young women to assume the care of the average household during the illness of the homemaker. Girls are taught simple nursing procedures and are trained to care for young children and aged persons. At least half of the training period is spent in the practice house under the supervision of the home economics teacher. The other half is spent in theoretical and practical study with a trained nurse.



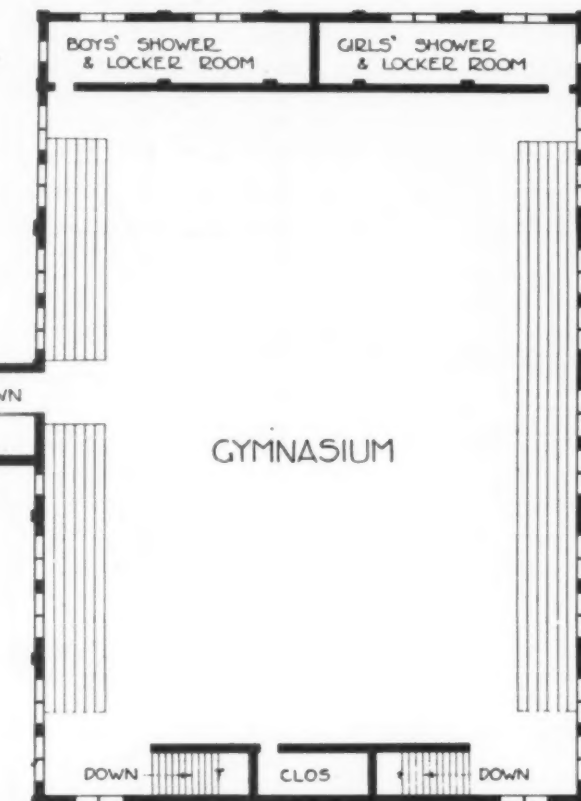
Gymnasiums Serve as Community Centers

The three gymnasiums presented on these pages are the Marshfield Senior High School, Marshfield, Wis., the Hoehne Consolidated School, Las Animas County, Colorado, and Louisville Male High School, Louisville, Ky. The school at Marshfield was designed by Eschweiler and Eschweiler, Milwaukee architects. Hoehne Consolidated School was a W.P.A. project and was built entirely by unskilled labor. J. Meyrick Colley, school architect of the Louisville board of education, designed the unit at Louisville Male High School.



RAMP DOWN

GYMNASIUM



Hoehne Consolidated School

Marshfield Senior High School

Above: Plan of the gymnasium area of Marshfield High School, including the big general gymnasium, shower and locker rooms and girls' corrective gymnasium. Right: East end of gymnasium, showing fixed glass block windows. Equipment and storage rooms are located under the balcony.



Hoehne Consolidated School

Opposite Page and Right: Plan and photograph of gymnasium at Hoehne Consolidated School. The gymnasium is located in a two story addition to the school constructed of adobe bricks. Because the gymnasium also serves as a community center, the entrances to the building are so placed that classes will not be interrupted. Because of the low compressive strength of adobe, it was used only as a curtain wall, the load being carried by reinforced concrete beams and columns. A ramp joins the addition to the school.



Louisville Male High School



Left: The gymnasium at Louisville Male High School features a special seating plan that is similar to that of a football stadium. A continuous bank of seats completely surrounds the playing floor and each tier is banked up at a carefully studied pitch so that every foot of the playing floor can be seen from any seat. The front row is about 3 feet above the floor and is protected by a low rail. Fixed seats to accommodate 4000 persons have been installed and temporary seating for another 1000 can be used if necessary.

Building Schools for Safety



Safest type of school construction is the one story structure, such as the Lincoln Junior High School, Lindsay, Calif., shown here. The school was designed by H. L. Gogerty, architect of Hollywood, Calif.

ALTHOUGH the material of building construction is important, it is less significant than various other factors of design and arrangement, according to Robert S. Moulton, secretary, committee on safety to life of the National Fire Protection Association.

"A building can be constructed entirely of 'fireproof' materials," Mr. Moulton reports, "and still present a severe life hazard if the stairways are open to permit the rapid spread of fire and smoke, and if the combustible contents are not properly protected. The smoke hazard, in the opinion of the committee, is just as important (if not more important) as fire itself. The majority of fire deaths are due to the effects of smoke rather than to actual burns, and even a relatively slight amount of smoke may cause a fatal panic.

"The building exits code lists minimum requirements for character of construction based upon life safety considerations as distinguished from the usual type of fire regulation, which is based largely upon the preservation of property values. One of the first principles of construction, as enunciated by the committee, is that

stairways and other vertical shaft openings must be enclosed so as to restrict the upward spread of fire and smoke and to afford a safe path of escape down the stairways for those on upper floors. The one story school that is arranged to afford direct access to the outside from any part of the building is the safest design in the opinion of the committee, and when this form of design is used there is little restriction as to the type of construction.

"Exits should be so arranged that from any part of the building there will be at least two separate means of escape, so located that in case fire or smoke therefrom interferes with the use of one, another exit will be readily available. The exit details themselves are important. Stairs must be properly designed; doors must swing with the exit travel; handrails and lighting must conform with accepted standards. All these features are clearly specified in the building exits code.

"Outside fire escapes are inferior in numerous respects to standard interior stair exits and are recognized by the code only as an expedient to rectify exit deficiency in existing

buildings where the expense of providing additional interior stairways might be prohibitive.

"Effective use of exits requires a fire alarm system of suitable type and a regularly organized fire drill. In fire drills the emphasis should be placed on orderly controlled exit rather than on speed alone. Drill procedure should be sufficiently flexible so that it can meet any emergency. For example, should a fire occur in or near a main exit, the children should be marched to some other exit. All these details are covered in principle in the building exits code, but it must be left to the individual school authority to work out their application to individual school buildings, with due consideration to the arrangement of the building, character of the school population and other factors.

"Many schools contain rooms with hazardous equipment. Special vocational and shop training may involve the use of highly combustible materials, making the hazard comparable with that of a factory. The building exits code specifies that all such areas be properly segregated or protected; also that the heater and fuel storage rooms be suitably cut off.

"Existing buildings present a different and, ordinarily, more difficult problem than new construction. Some of the older school buildings, hazardous to life in their construction and arrangement, present a difficult problem because school authorities are often reluctant to make the expenditures necessary to safeguard such structures. The N.F.P.A. committee on safety to life has studied this special problem and has developed a section of the building exits code suggesting types of protective measures that can be applied to existing school buildings to give such degree of fire safety as can reasonably be required.

"The installation of automatic sprinklers, either to protect the entire building or to cover the basements and particularly hazardous portions, is commonly the most practicable and least expensive method of mitigating the life hazard from fire in old firetrap schools."

Personality Guidance

Promotes Home-School Relations

THE personality guidance plan adopted by the public schools of Englewood, Colo., consists of an effort to bring the child, the school and the home into closer relationships. Two types of plans are in operation in these schools: the group plan and the individual plan, and it is the latter that will be described here.

The first objective of the plan is to learn the causes of the unhappiness or maladjustment of children who are referred to the personality office. This goal involves allowing the child the privilege of telling what he thinks of his life and his behavior from his point of view. The group of children referred for study includes pupils of high ability who are not adjusting at school or socially, discipline problem children, pupils who are too shy and reserved, and others with various types of behavior problems.

The second objective is to study the home environment and acquaint parents with constructive changes that can be made to effect an improvement in the home. This involves taking the home as it is and offering suggestions in an unprejudiced and sympathetic manner. It necessitates understanding the home and promulgating changes that are possible from the parents' point of view.

Our third aim is to obtain the teacher's point of view about the child's school behavior, acquaint teachers with knowledge about the child's home environment, help them understand the child's point of view and point out ways in which the school can develop better attitudes and behavior in the child.

Fourth, we try to develop a constructive program of home, school and social activities that will stimulate progress and achievement in the child's behavior.

The fifth goal is to try to unite the child, the home and the school

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ENGLEWOOD, COLO.

for the good of all concerned. This involves helping the home understand the child better, explaining the point of view of the school, helping the child understand his home and his school and helping teachers understand the home and the child so that they will be better qualified to individualize instruction and training.

Finally, we keep in close contact with the pupil and gradually, year by year, help him to develop so that he can go out into the world with a

ing psychologist is conducive to good human relationships, parents are usually glad to give accurate information because it is for the child's good. If the mother begins the test with the intention of deceiving, she becomes so involved in the lengthy list of 92 questions that the examiner will be able to surmise the truth.

The child is then asked the 92 questions on the "Individual Test of Child Personality" in a personal interview. He is made to feel free at these interviews to speak candidly and truthfully of his experiences; to tell his opinions of his teachers, parents and friends, and to be honest in relating his own behavior. The correlation between the mother's test and the child's test is $.88 \pm .02$.

Averages, Standard Deviations and Probable Errors of Test and Retest Scores of 56 Pupils Before and After Individual Guidance*

Average	TEST S. D.	P. E.	Average	RETEST S. D.	P. E.
50.1	11.6	1.0	60.8	10.7	.9

*The average score for mixed ages found during standardization of the test was 63.6.

background of initiative, self-confidence and courage.

It may be that the objectives in this plan are idealistic, but it is believed that under careful direction a number of children will benefit by such guidance.

Children may be referred for guidance by parents, teachers, principals or administrators. As parents become better acquainted with the plan, they are more anxious to obtain this help in solving home problems. Teachers and school executives are increasingly alert to any signs of maladjustment or aberrations.

The home of the child who is referred to the personality office is visited and the mother is asked in a courteous, sympathetic manner the 92 standardized questions on the Baxter "Mother's Test of Child Personality." If the attitude of the visit-

Three teachers are asked to rate the child on his school adjustment, thus giving a sampling of the pupil in his school environment. The data from these three sources are then compiled and a diagnosis is made of the pupil's in-and-out-of-school behavior.

The child chooses a sponsor from among the teachers he likes. This teacher is acquainted with the case and is given the entire file for study.

Parents are shown some of the results of the test and are given suggestions as to how the home can construct better child behavior.

The child has a conference with the director of personality relationships during which the problems involved are thoroughly discussed and definite suggestions are made as to what measures he should take to improve himself.

The conference system of the plan is quite thorough. The sponsor has conferences with the child about twice a month. She obtains a rating of his school behavior from his various teachers prior to these confer-

ences and advises him of any improvement and makes suggestions for the future. The sponsor, in turn, confers with the director once a month and discusses thoroughly the case of each child she is sponsoring.

The parents meet with the director once a month to study home conditions. Children who are under sponsorship visit the personality office at least once a month and they are free to express opinions of the sponsor, their teachers, parents or of the social situation.

A mothers' study club is held monthly for each school at which guidance problems are discussed. A teachers' personality class, wherein individual teacher problems are discussed, is being added to the plan, thus bringing together the home, the school and the child.

It is interesting to know that most of the teachers in the system are drawn into the plan, thus making pupil counselors of many teachers. Of course, various instructors refer pupils for individual guidance, so this may account to some extent for the inclusive number of teachers chosen as sponsors.

The plan was followed for more than 100 pupils in the Englewood public schools last year. Owing to the full program it was impossible to retest every child, contact each home and complete final statistics for each teacher. However, 56 children were retested with the results that are shown in the table. Of this group 42 improved six points or more on the test, three pupils regressed five points or more and 11 of the pupils made almost the same score on the retest.

D
P. E. diff.

The $\frac{D}{P. E. \text{ diff.}}$ between test and retest scores proved to be 7.8. If this figure equals 4.0, it signifies a reliable difference in scores. As the difference in the probable errors was not only 4.0 but 7.8, it may be stated with certainty that there was reliable personality improvement in the group as a whole according to the results in the Baxter Individual Personality Tests.

It is believed that there are values in this type of program that cannot be measured, that a better home-school relationship may result and that the pupil-teacher relationship may improve immeasurably. The results of such a program for teachers, parents and children, if it is followed consistently, should be a broadened point of view, interest in the opinions of others and the desire to cooperate for the good of all concerned.

They Built a Classroom in America

JANET WESTLAKE

NOT long ago more than 100 English school girls spent a week in America. No visas were needed and no one bothered about the menace of lurking submarines. In fact, the trip started one Monday morning when the pupils of Woking High School, near London, found themselves in the United States, to all intents and purposes, the moment they stepped inside their own school building.

The walls of the long corridors were hidden behind coast-to-coast panoramas of the American continent and the familiar classrooms were transformed into scenes from life in the States.

One group of girls, for example, found themselves doing sums—in dollars and cents instead of shillings and pence—in a lumber camp with saw mills surrounding them. The history class, before it a large chart explaining American government functions, worked among Alaskan snows studying American history. The class in English studied American literature and poetry; even the hymns and prayers were American.

This interesting link with the country overseas was originated by the school's headmistress, Miss D. H. Evans.

"I want my girls to realize how important harmonious international relations will be in building up the peace," Miss Evans explained. "The 'American Week' we have held will, I hope, give them an understanding of life and problems in the United States that no ordinary lessons on the subject could do."

The background for this switch-over to American school life was highly ingenious. Through the combined efforts of the pupils and their teachers it became what might be called an exhibition of Americana.

The long hard struggle that went into the building of the newer nation was brought vividly before the minds of the English girls. Early days of the pioneers, when the covered wagons doggedly wended their way toward the West, were suggested by exhibits of a model of a pipe of peace and a totem pole, Indian pottery, silver and beadwork.

The story was brought up to date by excellent reproductions of modern American paintings arranged by the art mistress, who had gone as an exchange teacher in art to Akron, Ohio, in 1938.

It was a stroke of inspiration to include among this finished and brilliant work a series of clever pictures and posters designed and painted by school children in the United States. Because they represented work done by their own contemporaries, these are likely to leave a great impression on the minds of the English girls.

Once the "week" had begun, each class visited the other classes and explained what its work represented. For example, the senior class gave talks to the whole school on the American Constitution. These were found to be of great educational value for by this means the young lecturers extended their own knowledge of their subjects.

Probably the greatest event of the week was "Parents' Day." The girls had been practicing American country dances instead of their ordinary gymnasium and dancing routine; now, for this special occasion they gave a program of American music and folk songs.

Their accents may have been indubitably English, but if their prototypes across the Atlantic could have been present at that concert, they would surely have approved.

TEACHER and NURSE

Work Together at Weimar

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AT LEAST one school has been found in which pupils must be watched lest they study or work too hard. This distinction goes to the school department of the Weimar Sanatorium, located 50 miles out of Sacramento, Calif., in the direction of Lake Tahoe on U. S. Highway 40.

Placer Union High School of Auburn, Calif., maintains a branch high school at Weimar and the Auburn Union Elementary School conducts a grade school for the younger patients at the sanatorium, which serves nearly 600 tuberculous patients admitted from 14 counties in northern California.

Education is carried to the bedside of patients at Weimar, some of whom are restricted to a learning program of only five or ten minutes daily. Bedside instruction is limited usually to a fifteen minute period. Some pupils do light craft work, knitting, sewing or art work for longer periods in bed or in lounging or sitting positions. Others learn commercial subjects, such as typing, shorthand and bookkeeping, with equipment especially designed for their use. There is some classroom and group instruction for the stronger patients. Dozens of elementary school pupil-patients spend hours in bright, well-ventilated classrooms, clad only in shorts.

Why education in a sanatorium of this kind? Dr. Mildred Thoren, superintendent and medical director of the Weimar Joint Sanatorium, says that the educational program is needed to build an all-important morale among the patients. Pupils need something to think about be-

sides themselves. They need something to occupy their minds. If possible, they must be given something to do that will prepare them for normal living, including the pursuit of a gainful occupation, after they are restored to health and are free to terminate their stay at the sanatorium. There is an occupational therapy program at Weimar that makes possible the rehabilitation of many patients.

When a patient is ordered to bed by his doctor for six months, one year, two years or more, and he knows that he can do little more than make short arm and leg movements for brief periods each day, a feeling of helplessness and discouragement sets in. To counteract this unwholesome attitude authorities at the sanatorium encourage pupils to keep their minds active and to develop their intellectual faculties within the limits of their physical endurance.

The educational program at Weimar starts at the kindergarten level and runs through adult education. There is no age limit for those who wish to learn. Elementary school children make progress toward graduation from grammar school while they are at the sanatorium, and high school pupils, if they have sufficient strength and ability, earn credits toward graduation from high school. At the end of each school year Weimar graduates several high school pupils who are given diplomas by, or through, Placer Union High School. Adult patients usually take training that

will help prepare them for the pursuit of some occupation after they have regained their health.

For high school and adult students at Weimar, history, English, mathematics, science, language and similar subjects are offered in appropriate measure, depending upon the physical condition of the patient. The academic department has an enrollment of 45 at present. Thirty of these pupils are definitely working for high school credit. The commercial department contributes directly to the rehabilitation of patients. Last year 13 patients were prepared by this department to take civil service tests and were able to take positions as clerks and typists. Six took civil service tests this spring with the expectation of obtaining jobs during the summer.

One teacher in the educational department is an occupational therapist and relates her work closely to that of the doctors, making use of avocational activity to increase work tolerance and to improve morale. Many of the articles made by patients under the direction of this occupational therapist are sold for their benefit. Especially around Christmas time are the products of this craftsmanship responsible for bringing in considerable financial return to the patients. Much of the needlework, knitting, embroidery, leather craft and felt craft is of superior quality. Thirty-five pupils are engaged in craft projects at this time.

Some patients at Weimar, through the rehabilitation program, are making significant contributions to the war effort. A considerable amount

of knitting is done for the Red Cross. Some of the pupils in the arts and crafts department are making model airplanes for the Federal Security Agency's national model aircraft project. These patients, many of them seemingly helpless for the time being, are stimulated and encouraged by the thought that in engaging in these programs they are able to do their part in the national emergency.

The educational department of Weimar, consisting of six teachers, four for the high school and two for the elementary classes, conducts educational broadcasts for the patients, who receive the programs through earphones or loud-speakers. These broadcasts include book reviews and music appreciation programs and they provide entertainment, diversion and actual instruction. Once a week a movie is shown to the patients, many of whom watch from their beds. The educational department also publishes a

weekly *Gazette* and supervises the publication of a monthly magazine called the *Fluoroscope*. In these publications pupils find a medium for expression of their literary efforts, and news and feature material of special interest to patients are included. A library is also supervised by the educational department.

Many of the patients who are rehabilitated and trained during their convalescence by the school department are employed by the institution. In the last ten years 155 rehabilitated patients have been employed in the following departments of the sanatorium: clerical, 27; nursing and orderly service, 30; maids and porters, 15; laboratory and x-ray, 14; diet kitchen, 5; telephone and mail, 17; radio and motion picture, 11; yard and garden, 11; miscellaneous, 25. These rehabilitated patients are paid for their services, and part-time work at the sanatorium often leads later to full-time employment on the outside.

The educational program also prepares students for American citizenship. Two patients are now studying for their citizenship papers and three are ready to read, write and speak English, preparatory to taking steps to become citizens.

There seems to be little discouragement among patients at Weimar who are participants in the educational program. These people are hopeful of becoming well and being able to live normal, useful lives. They are eager to have their teachers come to help them either at their bedsides or in the workrooms where they engage in crafts or commercial studies.

When a visitor watches the elementary school pupils at work in the classroom he sees little difference between their attitudes and the attitudes manifested by pupils in a conventional public school except that the sanatorium patients seem to be a bit more attentive and eager to learn. In all departments there is the constant danger that pupils, in their eagerness to learn or to make something, will overexert themselves. Many times, pupils must be told to lay aside their work and rest when they are inclined to continue in activity. Overexertion may result in a relapse and doctors, nurses and teachers must watch that energetic minds do not drive weakened bodies so hard that the healing processes will be retarded.

Despite this danger of overwork the authorities at Weimar are convinced that the educational program is a remarkable help in speeding the recuperation of patients. Doctor Thoren declares that the morale of patients has improved a hundred-fold since the high school program, including the educational therapy program, was instituted several years ago.

Placer Union High School has added two teachers to its program during the current school year. It feels that it is engaging in a rehabilitation program that has far-reaching effects. Here in a tuberculosis sanatorium education goes on with results that are fully as gratifying as any of those achieved by conventional secondary schools of the country. It is fortunate that education does not stop at the doorstep when patients are admitted to Weimar Sanatorium.

Bookmobile Circulates Education

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"EVERYONE educated" is the goal of the bookmobile project that was inaugurated nearly three years ago in Taos County, New Mexico. The bookmobile, which carries books and movies to the remotest sections of the county, was made possible by the Harwood Foundation of the University of New Mexico, with a grant from the Carnegie Corporation, and by the indomitable spirit and energy of Leonard Fritz, who is in charge of the project. There are now 11 branch libraries in Taos County, 11 stations where books are circulated from the bookmobile and 20 communities where movies are shown with an average of 180 in attendance.

Health education is emphasized in the movies. Care of the teeth and general care of the body are taught in the most popular way—through visual education. Other topics presented include forest conservation and travel. The travel pictures have

awakened an interest in the little understood subject geography.

Mr. Fritz is librarian at the Harwood Foundation and his prime object has been to arouse interest in reading and books. This he has done. I have seen grown people carrying away armfuls of books and children taking *Life* and other magazines with pictures. Some of the bookmobile's patrons eagerly hunt for books printed in their native language, Spanish, and there are many copies of these, from simple little stories to more difficult reading.

At two stations horseback riders are used to take books to otherwise inaccessible places.

The enthusiasm of the people of Taos County for their bookmobile is shown by the fact that during the second year of the project the number of books circulated increased by 27,000 over the circulation during the first year.

IT IS generally conceded that rural boys and girls tend to terminate their school careers at an earlier age than do their urban contemporaries. Such a situation implies that, aside from the more limited opportunity to acquire the benefits of association with their fellows, many farm youths also have not reached as high an academic level as those residing in the city. This is unfortunate inasmuch as the tendency today is to evaluate an individual's ability largely in terms of his educational attainments. Normally, this scholastic rating is measured by the highest school grade the pupil completed before severing his school membership. Obviously, prevailing standards of this sort have great significance in determining the occupational and social welfare of the individuals concerned.

While professional workers in the field of vocational agriculture have frequently commented upon the situation, little comprehensive data regarding the school records of a representative group of out-of-school rural young men have appeared in print. However, recent studies conducted by the department of agricultural education at the University of Tennessee have furnished certain facts that should be of interest to students of the farm youth problem. A total of 811 young men was included in this research, the scope of

Why Rural Pupils Leave School

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which was statewide and involved 65 communities.

The school laws of many states require that all boys and girls remain enrolled until the age of 16 unless exempted by prescribed conditions. As this regulation has been in effect in Tennessee for a number of years, it is pertinent that data be introduced showing the ages at which the youths concerned had ceased attending school. This material will be found in table 1.

These figures give evidence that 42.3 per cent of the rural young men surveyed had ended their school careers by the compulsory legal age limit. Incidentally, somewhat more than half of them (23.1 per cent) had dropped out of school even prior

to their sixteenth birthday. It is apparent also that a large proportion (78 per cent) were through with school before the age of 19, regardless of whether they had been graduated from high school. Approximately one sixth (16.8 per cent) continued on after they had reached the age of 19. The calculated mean was 17.3 years and the median coincided.

Of equal importance is information dealing with the highest school grade that this representative group had attained. Table 2 indicates there was a wide range in this respect and suggests a number of other pertinent considerations to the thoughtful reader.

About one youth in every 11 (9.4 per cent) had disappeared from local academic classrooms by the end of the sixth grade. Nearly 37.3 per cent reported they had terminated their formal educational activities by the eighth grade level, once again giving support to educators who object to

Table 1—Ages at Which School Careers Were Terminated

Terminal Age	East Tenn.	Middle Tenn.	West Tenn.	State	Percentages for State
12 or under.....	6	9	2	17	2.1
13.....	8	10	1	19	2.3
14.....	24	22	15	61	7.5
15.....	29	54	8	91	11.2
16.....	70	65	21	156	19.3
17.....	52	79	16	147	18.1
18.....	53	63	26	142	17.5
19.....	31	38	9	78	9.6
20.....	16	13	5	34	4.2
21.....	12	3	1	16	2.0
22 and over.....	3	4	1	8	1.0
Age uncertain.....	11	31	..	42	5.2
Totals.....	315	391	105	811	100.0

Although Tennessee law requires that pupils remain in school until the age of 16, 23.1 per cent of those surveyed dropped out before they reached the compulsory age level. Most of the rural young men give as the reason for terminating their school careers the fact that they are needed at home to do farm work. Half of them are under 16 years old and have no more than a ninth grade education when they leave school.

Table 2—Highest School Grade Attained

Grade Attained	East Tenn.	Middle Tenn.	West Tenn.	State	Percentages for State
Third grade, or under.	5	5	..	10	1.2
Fourth.....	7	5	1	13	1.6
Fifth.....	6	5	4	15	1.8
Sixth.....	18	17	4	39	4.8
Seventh.....	24	20	6	50	6.2
Eighth.....	61	92	23	176	21.7
Ninth.....	40	59	21	120	14.8
Tenth.....	33	44	13	90	11.1
Eleventh.....	29	28	10	67	8.3
Twelfth grade, or higher.....	83	97	21	201	24.8
Grade unknown.....	9	19	2	30	3.7
Totals.....	315	391	105	811	100.0

Table 3—Reasons for Stopping School

Division of State	Work, Needed at Home	Graduated From High School	Quit	Miscellaneous	No Reason Given
East Tennessee...	113	51	19	84	48
Middle Tennessee...	189	58	10	70	64
West Tennessee...	46	12	1	43	3
State totals....	348	121	30	197	115
State percentages	42.9	14.9	3.7	24.3	14.2

the break between elementary and high school. (It should be noted that 21.7 per cent ended their school affiliations at this grade.) One fourth (24.8 per cent) had attained at least high school senior status, while 59 per cent reported some experience in the realm of secondary education. Relatively slight differences prevailed in the scholastic level of youths in the three major divisions of the state.

No investigation of the educa-

tional attainments of these rural youths would be complete without ascertaining the reasons why they had stopped going to school. It is always hard to determine the exact cause of a pupil's dropping out as all administrators well know. Often, the underlying factors are multiple rather than single and are not distinctly identified by the youth himself. Consequently, the data in table 3 represent a summary of reasons.

Teachers' Colleges Want Recruits

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THE old saying that a school is only as effective as its teachers is still true. It is fully agreed that our children must be directed in their school life by those who are personally and professionally competent to direct children. Every superintendent of schools knows that his success depends much upon his ability to employ good teachers, but he knows, too, that he cannot employ good teachers unless they are available. Hope has justified the employment of "the best available" teacher in too many cases to the detriment of all concerned.

The teacher training institutions want to prepare only effective teachers, but they know full well that only effective people become, with adequate preparation, effective teachers and some studies of the typical teachers' college student have not yielded too encouraging findings.

What the teachers' colleges desire most in this connection, especially in states in which graduates of accredited high schools must be admitted to public institutions of higher learning, is the direction of more superior young people by the high schools into teaching. In some states plans of selective admission are in effect, which better enables the teachers' college to realize its major objective. Selective admission is more satisfactory than elimination, but admission cannot be made sufficiently selective in all quarters.

Superintendents of schools, principals of high schools, counselors and teachers in high schools can

and should direct more young people of leadership toward teaching as a lifework. There is little evidence, however, that much of this work is being done in our high schools. Many high schools have vocational guidance assemblies, but few recognize teaching as worthy of an address or a forum discussion. Mechanical engineering as a profession is important but not so important as human engineering in the conservation of our greatest resource, the children. The high schools have a serious responsibility in the recruitment of the teaching profession.

Every high school library provides material dealing with choosing a profession or vocation. There is material on teaching that should be in every high school library. Speakers from teacher training institutions should be invited from time to time to appear before the vocational assemblies. Most important of all is the personal interest in the potential superior teacher which the high school teacher may show. Why should not high school teachers be individually responsible for directing more young people of superior intellect, forceful personality, even temperament, excellent social background, good physical and mental health, attractive appearance and ethical character toward teaching?

It has often been stated by educational leaders that unless more competent young people can be attracted to the profession little progress can be made in the improvement of teaching.

The outstanding cause for withdrawing from school proved to be "work, needed at home," with 42.9 per cent of the individuals participating having named this reason. Possibly the fact that the youth worked at home following the end of his school career conceals other difficulties, thus occasionally confusing the situation. "Graduation from high school" accounted for 14.9 per cent of respondent-reasons, and 3.7 per cent "just quit."

A sizable minority (24.3 per cent) mentioned various causes, which have been consigned to the miscellaneous category. Prominent among these were ill health, lack of transportation, lack of interest, teacher troubles, meager curriculums, failure in studies and inadequate finances. Worthy of comment is the considerable proportion (14.2 per cent) of youths who did not supply data. Evidently, these individuals were reluctant to express themselves either because they could not assign a specific reason or because the subject was unpleasant.

It is quite probable that the data submitted substantiate the experience of most rural educators. Underlying the data, however, are several factors that may be viewed as outgrowths of the study.

1. Many rural young men have never attended high school. They are handicapped occupationally and socially because they are competing with other youths who have had a secondary school education.

2. At least 50 per cent do not possess more than a ninth grade education. Consequently, in the light of the prevailing school curriculum, few have an opportunity to obtain vocational training.

3. "Work, needed at home" apparently is the outstanding cause for rural youths dropping out of school. Perhaps local institutions can prepare potential "drop-outs" more effectively for such work than has been the case in the past.

4. Frequently, the reasons given for stopping school are multiple. Careful analysis of pupil difficulties with wise teacher guidance conceivably might materially reduce future pupil mortality.

5. Classes designed for out-of-school rural young men should recognize individual differences in academic and vocational levels.

RELIGIOUS EDUCATION

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ASSUMING that we believe in a thorough religious education and desire to aid the churches in improving their facilities and also that we believe in the freedom of the public schools from sectarian influence, what are some of the problems that must be considered in regard to the agitation to allow released time for weekday religious education?

1. It is generally agreed that it is not religion that is excluded from the school curriculum but sectarian emphasis. However, some adherents of the released-time movement maintain that when all pupils or families are treated alike as to privileges or when there is an option as to where pupils will be accommodated when released for religious instruction the plan is entirely valid. On the other hand, it is argued that when public school teachers confer with the ecclesiastic representatives, dismiss the pupils, send Catholics, Jews and Protestants to different places and record their return, as well as teach a few pupils who were not included in the religious schools, they are taking part in sectarian practice.

2. There are two views as to the present defects in religious education. The first claims that the public schools usurp too much of the child's or youth's time each week and thus impair the teaching influence of the churches. The second view observes that inasmuch as the schools have surrendered Saturday and left Sunday for worship in the churches, thus freeing more than 25 per cent of every week from the public school schedule, any defect in religious education must be chargeable directly to defective church and home training.

3. Two or more views exist as to the values that must be conserved while additional values are being sought by the released-time proposal. One group would ignore the tend-

A careful and objective analysis of the much discussed question of "released time" for religious education indicates that the arguments against it carry more weight than do those in its favor

ency of religious groups: (a) to divide the school children of a grade along church lines into three or four sectarian groups; (b) to make the children of a minority group conspicuous, cause them to feel excluded and put them on the defensive, and (c) to use religious zeal to weaken the tolerance, good will and fraternity that now prevail rather generally throughout public schools.

The other school of thought would accept group understanding, the growth of teamwork, a comradeship in learning and the tendency to protect a minority or to bear the burden of the weaker members of society as a religious value. Therefore, it believes that the public schools should be commended and encouraged in their spirit, their goals and methods as a minimum consideration. If these values, so it is argued, are endangered by the effort to achieve other values, we do well to proceed with great caution.

4. Two radically different educational assumptions are present when religious education is under consideration. The first is that religious truth, attitudes and behavior are revealed, not learned; that is, religion is caught, not taught. The other assumption is that religious truth, atti-

tudes in religion and the behavior that results are learned, can be taught and are always subject to and dependent upon the same laws of learning as other segments of knowledge.

5. At least two motives lie back of the renewed interest in the weekday church school movement: a desire to turn our youths to traditional patterns of behavior and the wish to try out Bible knowledge in the experience of all the children, and the desire to complement the character education of the schools, which are considered to be putting a minimum of emphasis on the religious strains in our culture, with a specific presentation of religious truth, attitudes and behavior so that the total education will overcome the apparent negative indoctrination that is observed in the youths who are being graduated from our public schools.

6. Both the priestly and the prophetic elements of ecclesiastic and Biblical education must always be considered. The priestly element is based upon the concept of divine grace and the authority of a sacred instrument—the consecrated priest—and deals with devotion, worship, confession and theories of salvation.

The prophetic element or function has to do with ethics, is apprehended directly, is open to laymen, the whole people, and is not dependent on the church. This latter element refers to the spirit, the conduct, the morals of man. Which aspect are we considering? This question is vital.

7. There are two views as to what the teaching of religion involves and any debate on the question frequently moves from one of these to the other, thus confusing the participants. One view is that religion needs only to be sympathetically called forth in the child or youth. When so presented, the argument runs, religion will flower

in the life of the growing person. Therefore, no elaborate system of educational goals, educational procedure, educational training of teachers, educational supervision of classes, educational preparation of literature and educational correlation of study, play, association and skills is necessary in the religious field of learning.

The other view is that unless religion is given the same or similar teaching skill as that devoted to subjects offered by the public school, it will be impaired, placed at a disadvantage and retarded rather than advanced by the effort.

8. At least two different ideals of reality are suggested and the discussion shifts from one to the other. First, there is the idea of a universal, unifying principle. Schoolmen generally accept a summum bonum, an ethical value or a force called love as central. They can accept this as a configuration of all of man's ideals but they cannot identify this configuration or force with a God, a personal deity. Second, churchmen, on the other hand, be-

lieve that the central force is the personal God. To them the personal characteristic is the essential reality, the source from which all other beings are derived.

The American Association of School Administrators, as recorded in the sixth Yearbook reported at the Boston meeting in 1928, endeavored to deal with this philosophical problem. The report enumerated four, not three, objectives of American public education—to help the growing person to understand (1) the self, (2) nature, (3) society and (4) the force called love.

9. There are two interdependent cultural issues which, for the church and the school, must be separated and understood as distinct, one from the other. First, we seek for a further understanding, appreciation and objective appraisal of religion and its place in human history, in literature and in our common life and we want this objective appreciation conveyed to our children and youths.

Second, some desire all of these things, plus a subjective personal

experience of the deity, a belief in the Scripture as the Word of God and an affiliation by means of commitment to the body of believers, the church.

10. In our views of "consent" we discover more than one meaning being used. Many citizens, rigidly following the Oregon decision that the parent has the authority over the child's education, hold that parental consent—even of one family—is sufficient to establish validity for the released or dismissed time desired for private over public instruction. Others, who are sympathetic with the idea of communal living as a means of learning and integration and are convinced that we can teach either the religious way or the democratic way only as we create community and establish the "in-group" relation, hold that education can succeed only where and when the entire precinct, district or ward gives general consent.

11. On the need of our particular epoch and the ministry of spiritual training, there are two or more emphases. On the one hand, individuals must be won to the "Christ-like life" or to "the laws of God" lest the culture we love is allowed to commit suicide by the growing dominance of our external efficiency. On the other hand, while it is true that our parties, our sects and our inherited differences must be reexamined in the light of a few central principles, to begin by telescoping two of our four major institutions—the church and the school—may do violence to both religion and education. Also, this violence may take place without helping either of the two other institutions—the family and the state—which also have as much at stake.

12. The ideological problem emerges with the proposal of week-day church schools. One solution to our religious impotence and spiritual uncertainty is to enlist the schools in the support of religion. This might lead, as some hold, directly toward more state control and at least suggest an American fascism. The other solution is for the church to enlist the family in religion. This should lead definitely toward more freedom of movement and away from state control of religious education, hence, toward an increase of American democracy.

Speed Up Public Relations

THE teaching profession's public relations job is immense. It calls for action—not for business as usual, but for business as never before. Schools must be protected against receiving more than their share of blame for the fact that the country was not prepared for our part in the world's greatest emergency. Strong cases can, and will, be made against our educational system. For instance, the Army found 40 per cent of our boys, who had taken the regular course in health training, unfit for military duty. Too, our nation's present task is to put everyone to work whereas schools have included "education for leisure" in their programs. We shall need a "ceiling" on repudiation of established educational practices.

The public must be impressed now with the fact that school people did not guess wrong 10 years ago. They gave their supporting public enough of what it thought it wanted

to make possible the quiet introduction of what it actually needed. Our public needs to share the thoughts of educators, to be shown what educators have discovered, to be fired with the spirit that prompts high-minded men and women to choose the teaching profession as a means of service.

For a safe and satisfactory peace, education must be given the position it deserves—ahead of other professions. Education is basic to American life.

These are emergency times, but school public relations is not an emergency measure. Surviving these times will be America's indomitable spirit, consecrated to the principles of freedom and equality. Entrusted with the task of training boys and girls who will determine not what we are fighting for but what we shall get, educators must fight on.—C. R. VAN NICE, *managing editor, School Activities, Topeka, Kan.*

Let *SOCIAL SERVICE* Help

DURING the recent past we have been bombarded with discussions of the use of community resources. In fact, as teachers, we have been derided for not taking greater practical notice of the resources that surround us; for failing to make them an integral part of our work. In all these discussions, articles and proposed courses of study the social service field has seldom been suggested as a possible resource. Yet it is filled to the brim with agencies that have been organized and developed to assist man with his more difficult problems. There are hundreds of organizations in this field that operate preventive and remedial programs and render assistance in any human problem. Here the school and teacher can find willing and competent hands to help them solve those human problems with which they cannot cope because of limited knowledge, time and resources; the problems they think they solve by permanent or temporary expulsion, or the problem of which they despair and decide to tolerate until "it" is graduated. In spite of its age the social service field is new to administration and teachers.

In its efforts to set itself on an isolated pedestal the public school has moved a long distance from the home and community. Its prestige in isolation has been short-lived and now it is beginning to accept its proper rôle in the community. The present trend is to close the gap between the community and school. The desire is to have the community and the home closer to the school so that it may do a better job with Johnny and Mary.

Look at it this way: visualize the child as the center of three concentric circles, each circle representing the degree of influence on the child according to its distance from the center. In this picture the school is found somewhere between the second and third circles. Today, in this present trend, we have become aware of the tremendous potential influence which the schools have within their

★ *Too few school administrators know or make use of the social service agencies that are organized and equipped to handle those human problems that are beyond the school's experience and ability to solve*

JOHN S. BENBEN

SUPERINTENDENT OF SCHOOLS
MIDLOTHIAN, ILL.

grasp and which they can exert to assist the child to grow as a contributor to society and not just another who can parrot traditionally required facts.

Because of this awareness and the realization that teachers and administrators exert only secondary or tertiary influence we are now attempting to push ourselves into the primary circle of this picture—our rightful position. If teachers and administrators will acquaint themselves with social service agencies they will help close the gap between the school and the community. Knowledge of these services and assistance in making them available to the community would increase the school's rôle in bettering family and child welfare.

A directory of local and national social service agencies should be a part of every administrator's stock-in-trade. It opens a vista in which he sees a great number of organizations that are ready to assist and advise in almost any situation. Through them he finds agencies that can help him solve problems of health, psychiatry, delinquency, child placement, recreation, sanitation, dependency, probation, parole, unemployment, safety and education of the blind and crippled. He can obtain information about scholarships, free camps, nurseries, dispensaries, clinics, homes for children and the aged, social, economic and educational research.

Large school systems have attendance officers, visiting teachers whose

responsibilities include working with the more difficult child problems. A background of social service work is usually required of these special teachers. In their study and work on the problems of the youngsters referred to them they are constantly in touch with organizations that can give assistance. Small school districts cannot afford to employ special teachers. It is important that the classroom teachers and administrators in these districts be well acquainted with organizations that can help them with their problems.

Orientation courses dealing with a study of social service agencies, their purposes and place in the educational field could be offered to prospective teachers in teacher training institutions. This work could include visits to the agencies and with staff members in the field, case study readings and study of social legislation and its educational implications. Such a course would not only acquaint the teacher with a resource but would also, in her contacts with the agencies, give her a picture of the backgrounds of some of our Johnnys and Marys.

Many teachers will feel that such participation is not their rightful responsibility. They consider it their duty to judge the child's school work and behavior and to be responsible for filing a statement of such judgment for the parents. If, however, we feel that judging the child's work and his social interactions is our responsibility, then it is all the more important that we make every effort to bring into this picture any agency that will help round out the development of the child.

Display Teaches Nutrition

AS A result of the study of foods in general and vitamins in particular, the physiology class at Withrow High School, Cincinnati, prepared a nutrition display as a class project. Realizing that the nutrition of our civilian population will play an important part in winning the war, the display aimed to show the importance of vitamins as protective factors and to illustrate the point that food needed by the body is often wasted.

The project also tried to teach the student body how to select better lunches. Girls from the class observed the lunch trays for a few days and selected those that were representative of the better and the poorer types. These menus were then tabulated, the foods were weighed, contents were estimated and charts were drawn to show the values of the lunches in relation to the daily needs of the body. This work was done under the supervision of Hazel Fullriede, school dietitian, and a representative of the National Dairy

HELEN TAYLOR

TEACHER, WITHROW HIGH SCHOOL
CINCINNATI

Council. The charts were made by one of our boys under the direction of the art teacher.

In addition to the charts, the dietitian set up trays to correspond to each chart, supplied posters giving information about adequate and balanced diet and displayed food models showing vitamin content. This information was further spread by members of the class taking charge of other classes (another physiology class, a war-aides class and girls excused from gymnasium). In these classes the wise selection of food was stressed, the charts were explained and the importance of nutrition in keeping fit was emphasized.

Each day during the six days the project was carried on, members from the class were stationed in the lunchroom to check the trays of

those interested. Trays were rated as poor, fair, good or "A." An "A" lunch was one that consisted of two substantial foods (foods containing an appreciable amount of protein, fat or carbohydrate), a fruit or a vegetable and $\frac{1}{2}$ pint of milk or its equivalent. Pupils who were rated as having "A" lunches were given cards explaining why they had received that rating. Suggestions for a better selection were offered those who did not receive the "A" grade.

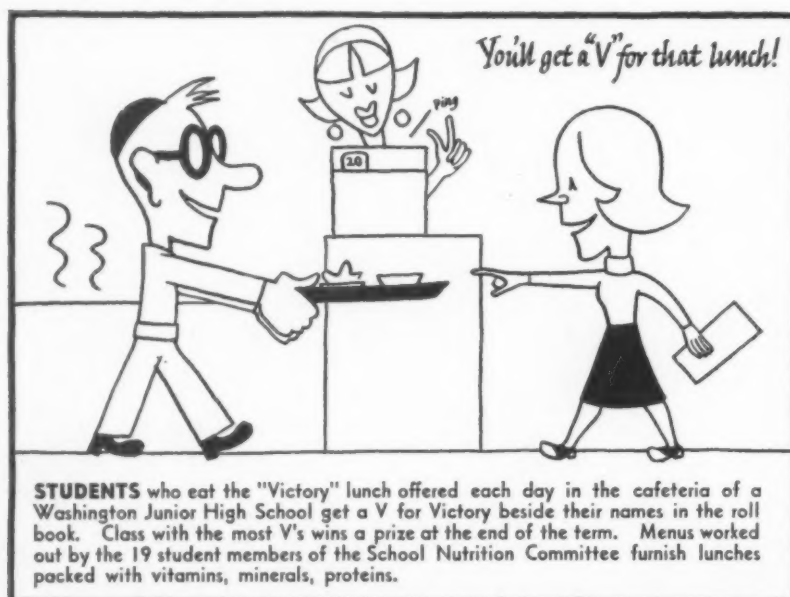
Although no inducement was offered, it was found in going over the records that many of the pupils had their trays checked more than once and seven of them received "A" cards for four days or more.

Once during the exhibit an open afternoon was held for mothers of members of the class. At this time the school dietitian stressed the importance of adequate and balanced meals for high school pupils and told the mothers how the school lunchroom operated and what its policies were. Tea was served by the class members, after which the mothers were invited to inspect the school kitchens.

A question box was another feature of the display. Questions put into the box were brought to the class and discussed and members were delegated to write out the answers, which were then sent to the homerooms to be delivered. "What is the best lunch I can buy for 10 cents?" and "What foods will help me to gain weight?" were typical questions.

The physiology class gained a great deal by the experience, not only in their increased understanding of the subject itself but because of the many concomitant values offered. The response of the student body so exceeded all expectations and the interest seemed so genuine that we are convinced that there is much value to be gained by such a display.

FOOD FOR VICTORY



Sketch from Consumer's Guide

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No spice or seasoning added. Simply the natural flavoring of the vegetables. Sexton is headquarters for all varieties of fruit and vegetable juices. All old favorites—and new ones as perfected—are ready for you under the Edelweiss label.



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I'm pinch-hitting to clear a bottle-
neck in the tax department."**

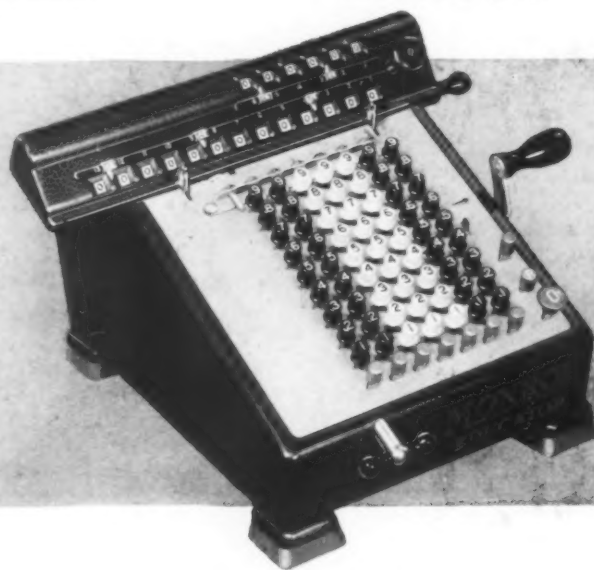


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Much Depends on School Lunch

MABEL STIMPSON

ASSOCIATE NUTRITIONIST
FEDERAL SECURITY AGENCY
WASHINGTON, D. C.

THE school lunch now is one of our most effective ways of improving the nutrition of people in the United States. Reports are coming from many parts of the country telling of marked improvement in the physical condition of children who are receiving adequate lunches for the first time.

There are 25,975,108 children attending our elementary and high schools in this country. We can reach a large number of them directly through the school lunch. If we consider those who will be indirectly reached through these children—the mothers and fathers, other members of the family, the people who plan, prepare and serve the food, the school administrators and teachers—the opportunity for nutrition education through the school lunch is practically unlimited.

Parents and Patrons Benefit

Let us review some of the benefits that members of these groups might receive. The child will receive the most direct benefits. It is practically impossible for a child to receive an adequate diet if one of his three meals does not contribute its share of his daily nutritional requirements. Occasionally, he can go without one meal and make it up, but if the noon meal is inadequate every day, it is difficult if not impossible to do so. This has been substantiated in the many studies that have been made of children's food requirements. When other meals fail to take their share of the load—the only realistic supposition—then the midday meal is even more important. We are safe in saying that an adequate school lunch is an indispensable part of the food intake of the child.

For some children the school lunch will assist in maintaining an adequate nutritional state; for others it will actually improve it. In many rural homes "dinner" is served at noon; thus, the school child never gets a main meal unless one is served at school.

When foods that contribute generously to a child's nutritional requirements are served to him day in and day out he consciously or unconsciously learns something about the foods he should eat. When these foods are prepared and served so that they retain their attractiveness, flavor and nutritive value, he accepts them and, thereby, establishes good food standards. Finally, when the proper selection, preparation and serving of food are reenforced by such teaching devices as posters or cards placed on the trays, giving information on nutrition, the child is again exposed to nutrition education. The school lunch is not for the benefit of the child alone; if it is rightly used it can help improve the nutritional status of many people.

Many families do not know what foods constitute an adequate lunch or normal daily requirements. Such information can be conveyed to the parents through sample menus or lists of daily food requirements sent home with the child.

School administrators and teachers not directly concerned with the school lunch program can observe the effect of an adequate lunch on the physical well-being of the child and on the caliber of his work. They might apply these observations to their own lives and improve their own lunch and food habits. By eating in the school lunchroom they, too, can see what foods make for an adequate diet.

The people who actually prepare and serve the food will benefit. They can learn what constitutes an adequate diet and how to prepare and serve food so as to retain the maximum nutritive value and can pass this knowledge on to their friends and families.

Until recently most of us believed we had a surplus of foods. Agricultural policy was directed toward curtailing the production of certain

farm products. But, in order to give every man, woman and child a diet that comes up to the standards set by the National Research Council, we need to raise more foods, especially the protective foods. Farmers have been asked to increase their production of milk, meat, green vegetables, citrus fruits and tomatoes—the protective foods—in order to safeguard our domestic needs and to furnish foods for Great Britain.

Intelligent production, conservation and use of local products in connection with school lunch projects can contribute toward this program. In certain areas community gardens can serve as a source of food for the school lunch. Managers can offer valuable assistance in planning the kinds of foods to be raised and their care and use when harvested.

Local seasonal food surpluses, especially of fruits and vegetables, should be used fresh insofar as possible. The remainder can be stored or canned for future use in school lunches. In many communities the kitchen of the lunchroom will be the best equipped place for canning.

Bring Farm Foods to School

In some rural areas, children bring foods for the school lunch from the farm, foods that are in excess of home needs. Some of the school's play space can often be converted into gardens, partially cared for by the children. Individual rooms may have window boxes containing easily grown vegetables.

All these things in themselves do not contribute a large quantity of food to the total, but they make people "food conscious" and teach them the value of certain foods.

School lunchrooms are good places in which to introduce new foods that have not yet gained wide popular acceptance. The use of such good protective foods as enriched white flour and bread, soybean and peanut products and dried milk can be greatly extended through their use in school lunches.

Audio-Visual Aids

MORE SCREENING AND LISTENING ROOMS ARE COMING

IN A day when every effort is bent toward attaining the specific goal of victory, in a day characterized by the efficient use of all products of the scientific mind, it is proper for us who are interested in progress and victory through intelligence and learning to ask: How are we using the fruits of the scientific mind in our methods and materials of learning? Will the proper use of so-called visual aids justify the comparative costs?

The time of experimentation is largely past. The development of visual and audio-visual aids to learning in the past few years has hit a stride seldom realized in any form of development in any other field. A combination of principles of learning from psychology to physiology with those from mechanics, physics and other sciences is being brewed in the pot of learning today to produce some truly remarkable results.

Objective teaching is not new; it has always been the mainstay of the successful teacher. Through objective, concrete materials, the teacher attempts to bring the learner and teacher together on common ground of common experience. This sharing procedure whether by parent or teacher is the most effective.

The story of education is punctuated, decade after decade—yes, century after century—by heroic souls who have attempted to lead teachers into the use of experience-sharing materials. However, this method is the tough way, and the expensive way, in immediate cost in dollars. The line of least resistance is in the other direction—in talking about the

J. BRUCE BUCKLER
PRODUCTION COORDINATOR
TRAINING FILM PREPARATION UNIT
CHANUTE FIELD, RANTOUL, ILL.

experience, in verbalizing, in more and more words. Teachers may be taught from textbooks only and they, in turn, may teach out of textbooks only, and the circle may continue indefinitely and viciously. However, learning adequately to meet life's problems is not efficiently acquired by simply hearing the situations talked about. Learning may be made positive through objective learning materials and experiences as provided in visual aids.

In the forefront of the teaching materials and methods that offer the learner a wealthier experience are all those items that are categorically called "visual and audio-visual" aids to learning. The most forward-looking teachers are availing themselves of these methods and materials. The most forward-looking teachers' colleges are providing their prospective teachers with complete curriculum laboratories as training grounds in which objective teaching materials can be produced and used. The most forward-looking school boards and administrators are insisting that these materials and methods be a part of the equipment of teachers. Above all, the most forward-looking parents are insisting today that the teachers secured to teach their children be fortified with these experience-sharing materials.

What are these materials? They are infinite in volume, realistic in quality, positive in direction and superior in result getting effects. They

are educational training films, film strips, glass and film slides and the projection machines that portray them. They are still pictures, motion pictures, sound pictures, silent pictures, colored pictures, black and white pictures, diagrams, maps, charts and graphs. They are objects of museum character, models, dioramas, miniatures, working models and special apparatus. They are transparencies, opaque projections and microscopic projections. They are photographs, stereographs and works of art. They are combinations of any of these in habitat groups of museum proportions.

These aids may be individual in character or may exist as units of curriculum proportions. They may be brought to the child in the school or in the home. They are available where the child may be taken to view them on the joint extension tour.

These boundless materials are as numerable and widespread as life itself. The child need no longer be bound by the four walls of a schoolroom and the two backs of a book for the sources of his learning. There is practically no item or problem of life that cannot be brought directly and concretely to the child. The imagination of the child can be given a true and realistic background to draw upon for ideas and plans rather than the distortions that come from imaginations built upon other imaginations.

Where should these materials be found in the learning processes? It is evident that the best minds directing the learning program of the world's soldiers have found that the tempo and quality of learning through visual and visual-audio aids are second only to concrete materials themselves. The results justify the expense.

Progressive schools are likewise finding these materials and methods of significance. Visual education departments are included in their organization. Libraries of visual materials become as much a part of the total equipment as libraries of textual materials. Distribution facilities in terms of administrative units to be served are being arranged. Labora-

VICTOR AT WAR

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The screening room is a feature of this girls' junior college.

tories for the production of many types of materials are being installed. Both city and county units form suitable geographic units for common production and distribution.

Of equal importance to the produced material is the directed tour,

through which the pupil is taken to the object to be studied. This extension of the schoolroom is recognized as a very real part of modern education in the preparation of youth for life. Tours under the direction of the school and in cooperation with

the institution to be visited are ideal for learning. Colleges, museums, factories, civic functions, geographic haunts, historic spots, scenes in nature and works of man, all have a fascination of interests that is inherent. There is no need in this learning situation to threaten to keep the child after school. More is the problem to get the child to leave the scene of learning.

The wealth of untouched opportunities in this general field of learning is hard to believe. Only a slight scratch on the surface has been made in this direction for the general school body, although the public is not averse to spending money for tour purposes (when sold on the objective), as evidenced by the average athletic program which calls for the tour program. Vision and a true desire to share experience itself, rather than superficially to repeat statements by the learner, are all that are lacking to make this type of learning effective.

It is not intended herein to discredit or to minimize the value of books and the gifted expression of the teacher. They have long played the major part in the story of formal education and will necessarily continue to be most important. However, an analysis of given aims and of the materials and methods available to attain these aims will give the teacher a clearer picture of the proper use of each type of material. The teachers' colleges will foster the development and use of these materials, not to supplant but to supplement the teacher. The teacher of tomorrow, if equipped with modern materials and methods as bound up in the visual and audio-visual aids now being produced, can feel assured that the learning product will do a good job of meeting tomorrow's problems.

The screening room for the viewing of pictures and the listening room for the hearing of recordings must come into their own in the near future as definite parts of all school and public libraries. The contributions of the great minds of our age must be easily available to child and adult alike through the projected picture and recorded word. With television just around the corner, the educator and librarian must be prepared to present the world and its problems to the learner in a concrete learning manner.

Handbook Covers Field

"THE 1942 Audio-Visual Handbook" by Ellsworth C. Dent, published by the Society for Visual Education, Chicago, is a concise and splendid treatment of the field of visual instruction.

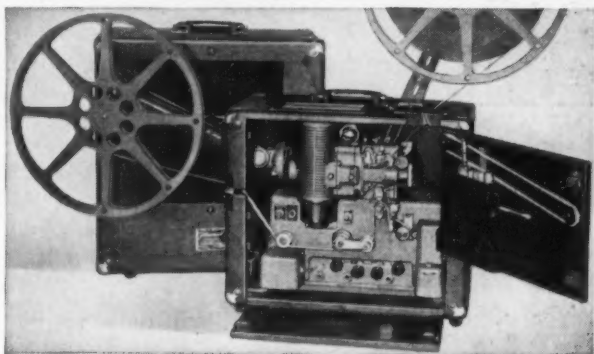
This helpful handbook was first published in 1934 and since has been kept up to date by four editions. The 1942 edition has few changes in the text other than to bring up to date some descriptions, illustrations and graphs, but it does have about 25 pages of new and valuable material. These pages include work on miniature slides, facsimiles, microfilms, three-dimensional projection, 8 mm. cameras and projectors, color film, polaroid screens and screen image tables.

A completely rewritten section treats of the technical problems and educational values of radio programs.

Some excellent material has been added to the sections on school radio sound systems and sound motion pictures.

The bibliography has been revised and certain valuable references dealing with the new materials have been included. The sections that include sources from which information may be obtained and addresses for multisensory aids and for equipment have been brought up to date and expanded.

The "Audio-Visual Handbook" is a valuable reference book for students in courses of visual instruction, is a succinct source of valuable information for administrators and those in charge of visual instruction programs in school systems and colleges.—E. WINIFRED CRAWFORD, *director of visual education, Public Schools, Montclair, N. J.*



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PEP UP YOUR MEETING WITH THESE NEW FILMS!

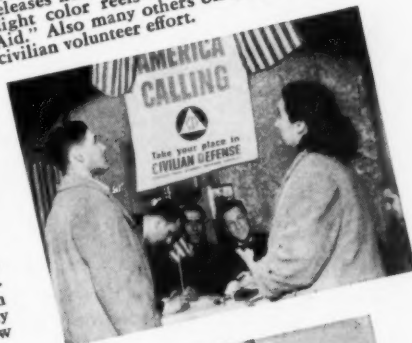


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Fifty years of experience taught America the practical economy of Webster Systems of Steam Heating. Built around all the natural advantages of steam as a heating medium—flexibility, speed, safety. Used successfully in more than 75,000 buildings.

For school executives planning future building construction or modernization, we have a book giving case studies of 268 modern steam heating installations.

Here is a guide-book to better heating with the Webster Moderator System. Gives proof of heating comfort, savings in dollars and cents. No exaggerated claims. No promises. Just 75 pages of heating results.

Write for "Performance Facts."

Warren Webster & Company, Camden, N. J.
Representatives in 65 principal Cities

Webster
Steam Heating

Chalk Dust

Frederic M. Joffe

Ode to October

Come now the days of Autumn when nature's bounties swell, when half-digested chestnuts make little tum-tummies yell. Outside the peaceful school-room, the leafkins softly drop; inside, the busy janitor is rushing for a mop.

October with its flaming leaves, its tints of gorgeous hue! October, when the summer bills are long past overdue! A peaceful hum sings through the air in quiet undertones, while on yon field the football team collects its broken bones.

O suns and skies and flowers of June and bugs of June together, ye cannot rival for one hour October's bright blue weather. O June commencements and display, with all your caterwaul—ye cannot match one single day the headaches of the Fall.

• •

HAIL, thrice hail, Halloween, that jolly festival when school executives dance and sing and chase the little kiddies merrily up dark alleys with kindly thought of murder in their hearts.

In the good old times Halloween was a night of joyous folderol when little innocents overturned small domiciles, broke into the schoolhouse and tore down the bell, and gaily built bonfires with intent to burn the dwellings of those who would thwart their childish exuberance.

Nowadays, modern educational methods have organized the ancient Halloween feast to a fare-thee-well. The schoolmaster, with the help of the local service clubs, arranges a Halloween parade and organized play, whatever that may be.

"Replace destructive actions with constructive thoughts. Destroy the negative with the positive," he expounds to Rotary, and the brothers applaud the fine sentiments with mental reservations as to the wisdom of giving his young hyenas a chance for gang action.

The big event comes. Just as the parade gets well under way, the clouds open and the rain descends. Flimsy costumes disintegrate and hundreds of little torsos are exposed to the elements.

The playground, where play was to have been organized, becomes a morass and the gymnasium is hurriedly thrown open to the mud and hobnailed shoes of the community.

After weary hours in which the little merry-makers make crabby remarks about being organized into their wholesome childish games, the traditional doughnuts and cider are brought forth—happy climax to a happy evening. What a joyous throwing and slopping and spilling and tussling as organization goes out the window!

At last the weary schoolmaster sneaks home, avoiding the wrathful mothers who blame him for the weather, the gymnasium splinters in Billie and the complete lack of organization.

Does one sometimes wonder if the sacrifice of a few utilitarian dwellings in the community might not have been better than the wreck of a new gymnasium floor?

• •

Dear Superintendent

Dear Supt: I send back the report card for my daughter presented to me by your third grade teacher. This card is no good to me and you can keep it for a recommend when you are fired by the Board of Education which we, the people, will elect in the near future. The teacher has refused to elevate my daughter's honor roll and even though she is not bright she works hard. Even if you continue to deprive my girl of her rightful honors you cannot take away her brain which is not in your keeping or anybody else's. It makes me mad that my daughter is without honor but I expect any action on my part will be useless.

Dear Supt.: I am returning my son's report card unsealed and unsigned. The comment of your teachers has left his mother a nervous wreck and our happy home life has been badly shattered. It was not enough that his homeroom teacher writes that the boy lacks application. I can attend to that and will apply same at once. But when your school nurse writes, and I quote, "poor nut," under the heading of deficiencies, I think that is being altogether too frank.

An amazing offer!

37 large photos of the world's greatest musical artists
-all yours for only 50¢



Superb photos of famous Victor Musical Artists... perfect for your classroom... teach pupils appreciation of outstanding names in music today... send now for your collection at this sensationally low price!

Here is a truly wonderful opportunity for teachers—8-inch by 10-inch photographs of the most important names in contemporary music including symphony conductors, opera stars, violin, cello, piano, and vocal artists and composers.

There are 37 pictures in all for the bargain price of only 50c per set. The entire collection is

packed in an attractive folder, each photograph ready for mounting on your bulletin board or for distribution to your classes... You may send for as many sets as you like. Just use the coupon below. Photos will be mailed to you postpaid on receipt of your cash, check or money order.

**BUY
U.S. WAR
BONDS**

RCA VICTOR **Audio Visual Service**

Educational Dept. • RCA Manufacturing Company, Inc., Camden, N. J.

Vol. 30, No. 4, October 1942

**Only 50c for Photos of all
these Victor Artists!**

Marian Anderson	Pierre Monteux
Claudio Arrau	Grace Moore
Rose Hampton	Eugene Ormandy
Sir Thomas Beecham	Ignace Paderewski
Alexander Brailowsky	William Primrose
Richard Crooks	Sergei Rachmaninoff
Emanuel Feuermann	Artur Schnabel
Arthur Fiedler	Fabien Sevitzky
Vladimir Golschmann	Albert Spalding
Eugene Goossens	Frederick Stock
Jascha Heifetz	Leopold Stokowski
Vladimir Horowitz	Gladys Swarthout
José Iturbi	John Charles Thomas
Hans Kindler	Kerstin Thorborg
Alexander Kipnis	Lawrence Tibbett
Serge Koussevitzky	Arturo Toscanini
Fritz Kreisler	Helen Traubel
Jeanette MacDonald	
Dorothy Maynor	

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 RCA Manufacturing Co., Inc., Camden, N. J.

Enclosed is my cash ☐, check ☐, money order ☐,
 for sets of photographs at 50c per set.

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School

Address

City State

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**PUT ONE MAN
IN CHARGE OF
OPERATION**



Put one man in charge of your Autosan—make him responsible for its operation, care and maintenance.

Your Autosan is a piece of machinery on which you depend to do your biggest clean-up job. Treat it right—don't let just "anyone" operate it and it will serve you long and well.

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MFG. CO., HARTFORD, CONN.**

SPARE PARTS AVAILABLE

Spare parts can be supplied for all present and many discontinued Colt Autosan models. Parts constructed of critical materials can be furnished as long as they are in stock—when stock is depleted, substitute materials will be used.

If you need spare parts for your Autosan, send for the Parts Price List for your machine. Mention model and serial number.

COLT AUTOSAN

DISH, GLASS AND SILVER WASHING MACHINES

News in Review

Education as Usual? No!

Back home from the American Institute on Education and the War held in Washington, D. C., during the closing days of August, schoolmen in every state were revising high school courses so as to include more basic and applied science, shop work and other vocational subjects calculated to develop skills for a highly mechanized Army.

With the threatening lowering of the draft age, high school boys must now regard themselves as reserves. Elementary school children, too, are being expected to play a vital part in the war effort through scrap salvage and Victory savings drives.

The nation-wide Schools at War program officially launched September 25 under the sponsorship of the War Savings Staff of the Treasury Department and the U. S. Office of Education will rise to a climax on January 7 when each participating school will take part in a gigantic exhibition of scrapbooks describing its accomplishments.

At the American Institute on Education and the War, Paul V. McNutt of the War Manpower Commission told educators from every state that there is no excuse for any young man or woman's preparing for any profession not directly useful to the war effort. Any thought of "education as usual" must be put aside, he declared, and all schools and colleges must become pre-induction training centers for our armed forces.

Mr. McNutt told teachers that it is their patriotic duty to continue teaching despite the lure of service on other fronts and despite higher wages outside the profession. Teachers must expect to carry heavier work loads. Schools must continue to be centers of learning but must also be centers of community service. They must be the company headquarters of the home front.

Lt. Gen. Brehon B. Somervell informed the institute that the armed forces already are seriously short of trained men—men who know the fundamentals of electricity, who know automotive mechanics, who can operate radios or dismantle carburetors.

The school children of each state that participates in the America's Schools at War program to the extent of arranging a state exhibit will receive a joint award—a Liberty Brick—replaced during recent repairs to historic Independence Hall. These bricks, witnesses to the signing of the Declaration of Independence and the Constitution, have been

saved for presentation to the school children of America for their contribution to the cause of democracy.

The significance of the Schools at War program lies in its plan to coordinate all war-time activities as parts of one gigantic campaign rather than isolated jobs to do. Every school yard in the nation will become a salvage depot, according to the plan.

WAR ACTIVITIES

Meet the Junior Commandos

To dramatize to the older high school pupil his need for physical fitness for the armed forces, New York City high schools have inaugurated a new course to develop Junior Commandos. Open to boys from 16 to 18 and undertaken only with the approval of the school physician, this pre-induction course features rope climbing, vaulting over "elephants," jumps 4 feet high and 16 feet wide, quarter mile runs in 62 seconds, half mile runs in 2½ minutes and mile runs in 6 minutes.

Women in Uniform

Women teachers and employes of the New York City public schools who join the Waacs or the Waves are entitled to the same privileges as are men entering the armed services, it has been ruled.

Brookline Plan Saves Fuel

Fuel saving as exemplified by the Brookline Plan will probably be inaugurated this year and next by many school systems. The public schools of Brookline, Mass., opened on September 1, two weeks earlier than usual. They will close just before Christmas to reconvene late in February, thus saving an estimated 150,000 gallons of fuel oil and 450 tons of coal. The lost time will be made up by keeping the schools open into the summer months. There will be no reduction in the number of school days.

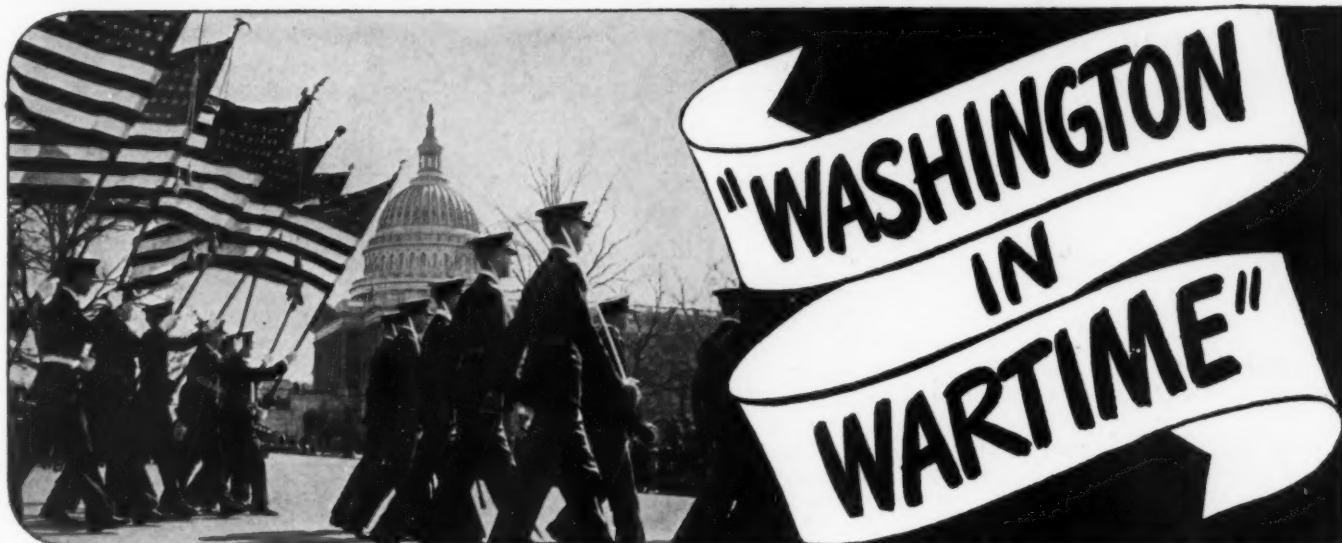
Red Cross Wants Workers

The American Red Cross is hoping to draw from the teaching profession badly needed personnel for its advisory and recreational services for men in military and naval centers here and abroad.

Its chief needs are for men field directors and assistant field directors to be stationed at camps and with service units overseas, for men and women

BUILD YOUR WAR FILM LIBRARY WITH CASTLE FILMS

FOR AS LITTLE AS
\$8⁷⁵ SILENT—\$17⁵⁰ SOUND
16 MM.



THRILLING PAGEANT of our Capital today! Washington in high gear... going day and night to get the job done *fast*! A fascinating record of a city teeming with life... vibrant with *action*! The White House... the War and Navy Depart-

ments... other crowded government buildings. Hurrying diplomats... high officers... key personalities! Here is the film that belongs in every school film collection! It will grow more precious with the years! Show it to your students now!

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A COMPLETE
RECORD OF THE
WAR IN
CASTLE FILMS!**

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in 8 mm. Silent Versions

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INC.**

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Here are a few of the latest historic films:

"Fight for Egypt"—Astounding battle scenes filmed in close-up! War on land, sea, and in the air! Most amazing war pictures released to date!

"Midway and Coral Sea Battles"—Actual scenes of the two mighty sea-air battles. U. S. S. *Lexington's* dramatic end!

"MacArthur, America's First Soldier, and Bombing of Manila" (both in one film)
—Career of America's first soldier, and tragedy in Manila.

"Bombing of Pearl Harbor and Burning of S. S. *Normandie*" (both in one film)
—Sneak Jap attack on our great naval base, and loss of world's largest liner.

"British Commandos in Action"—Fierce raid on Nazi strongholds! Amazing fighting scenes!

"Russia Stops Hitler"—Soviet's heroic stand against Nazi might! Thrilling battle scenes! A great historic document!

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FREE! Castle Films Educational Films Catalogue. Write today!

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NS-10

Copy. 1942, Castle Films, Inc.



IN the heart of eight of the General Electric plants throughout the country, amidst the clatter and racing tempo of an industry producing for war, are the classrooms of an unusual school.

It is a school whose campus is a factory, whose student body is composed of graduate engineers, whose laboratory work is essential to a manufacturing process.

In the G-E Student Engineering School, young engineers learn by doing: they work a full shift testing electric apparatus and then take advanced courses in the evening. They are paid as regular Company employees—and they earn their way.

Each year between 300 and 400 young engineers, chosen from the outstanding graduates of the nation's colleges and technical schools, are enrolled in this Test Course.

For 12 to 15 months the Test men work and study. They are transferred from factory to factory to gain experience with a variety of apparatus. A general course of study provides basic training in the design, manufacture, application, sale, and oper-

ation of electric apparatus.

After graduation, the majority of the student engineers remain with the Company. (A few from this group are selected for further training in the Advanced Engineering Course.)

Like the alumni of other schools the 15,000 Past Test men have an alumni organization, hold reunions, and publish a magazine.

We take great pride in the men this course turns out. Whether they work with us or with another company, we know they are equipped to do a good job. A good job for all of us.

This is one of the ways in which we are helping to train the young people who will bring the new wonders, the new comforts we will all share tomorrow.

FREE—"The Story of Steinmetz"

This fascinating, illustrated biography of the crippled immigrant who became the mathematical wizard of electrical engineering is one of a series of educational booklets available in quantities upon request. Just write the General Electric Co., Schenectady, N. Y. and ask for Publication GEB-104B.

The General Electric Company shares with American educators the vision of today's youth molding tomorrow's better world.

GENERAL  ELECTRIC

868-8-211

club and program directors and staff assistants to operate clubs in leave areas overseas and for women medical and psychiatric social workers, case workers and recreational specialists in military and naval hospitals both here and abroad. Salaries range from \$135 to \$275 per month plus maintenance allowance. Those interested are asked to communicate with the Personnel Service, National Headquarters, American Red Cross, Washington, D. C., or with their nearest Red Cross area office—New York City, Alexandria, Va., St. Louis or San Francisco.

VISUAL EDUCATION

"Backing Up the Guns"

Various state education associations are purchasing copies of "Backing Up the Guns," a 16 mm. and 35 mm. picture made through the efforts of the public relations committee of the Illinois Education Association. The funds were contributed by the teachers of Illinois.

The theme of the motion picture is "School Support for the War Effort" and the film deals with the following topics: (1) promotion of health and physical efficiency; (2) training workers for war industries and services; (3) teaching the issues, aims and progress of the war, and (4) sustaining the morale of children and adults.

The première showing at a commercial theater was at Maywood, Ill., the Chicago suburb whose tank corps contributed so many of the heroes of Bataan Peninsula. Twenty thousand persons saw the film during its five day run.

Art Aids War

"Art Education Alert," a 48 page booklet written, illustrated and designed by the students in art education at Pratt Institute, Brooklyn, N. Y., is being sent out to 30,000 school administrators and art teachers in all parts of the country. The booklet presents a convincing brief for art training as an aid to the war effort and offers a plan of art education at elementary, secondary and college levels.

List of U. S. War Films Out

The bureau of motion pictures, Office of War Information, has issued a list of U. S. war films available to city school systems and other established outlets, Edgar Dale, educational consultant of the bureau, announces. They may be obtained through 150 film libraries and rental agents for transportation costs and an additional charge of not more than 50 cents for the first subject and 25 cents for each additional subject included in a single shipment.

★ ★ TO HELP YOU ★ ★ HELP AMERICA!



**COLORFUL
WALL CHART**
showing in
graphic detail how
SCRAP
is turned into
**FIGHTING
WEAPONS!**

The exciting picture story of "How Steel Is Made"—to help you get across to your pupils the pressing need for steel *scrap*! Inspiring information on what one old lawn mower will make—one old bucket—one old tire.

Use this striking display chart as part of the Govern-

ment-sponsored "Plan for Organization of the School Children of America in the National Salvage Program," as outlined in the booklet called, "Get In the Scrap!"

A copy of this chart has been sent to every teacher in the United States. If you do not receive yours—send for it.

AMERICAN INDUSTRIES SALVAGE COMMITTEE

McCANN-ERICKSON, INC., 50 ROCKEFELLER PLAZA, N. Y. C.

War Housing in South

In six southeastern states this month 10,000 children of war workers opened their books for 350 new teachers in \$2,500,000 worth of new school buildings and additions constructed by the Federal Works Agency under its war public works program. While some of the buildings are imposing most of them are temporary structures designed for the duration only, as it is expected that most of the families contributing to swollen enrollments will return to their former homes when the war is over. The six states are Alabama, Florida, Georgia, Mississippi, S. Carolina and Tennessee.

MISCELLANEOUS

Education Week Features War

For the first time in the 22 year history of American Education Week the observance this year will be on a war-time footing. On November 8 to 14 there will be a concerted nation-wide effort to inform the people regarding the tremendous contribution of the schools to the war effort and to the preparation of the 27,000,000 boys and girls for the new world that is now being shaped. "Education for Free Men" is the theme of the 1942 observance. Posters, stickers,

leaflets, manuals, plays and other materials may be obtained from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

Suggestions for Book Week

A manual of suggestions for observing Children's Book Week, November 15 to 21, is available from Book Week Headquarters, 62 West 45th Street, New York City.

Distribution of Library Service

More than 35,000,000 persons in the United States do not have access to free public library service, according to figures compiled on the basis of the 1940 census by John C. Settelmayer, graduate library school, University of Chicago.

Out of more than 3000 counties, it was reported, 632 do not have a single public library within their boundaries, as compared with 1000 in 1934 and 897 in 1938. Four cities with more than 25,000 population lack public libraries. In eight states more than 50 per cent of the people have no public library service. The highest percentage, 71, is in North Dakota. The largest numbers, more than 3,000,000, are reported from Pennsylvania and Texas. At the other extreme, all the people of the District of Columbia and Massachusetts have library service, while in New Hampshire and Rhode Island less than 1 per cent lack such resources.

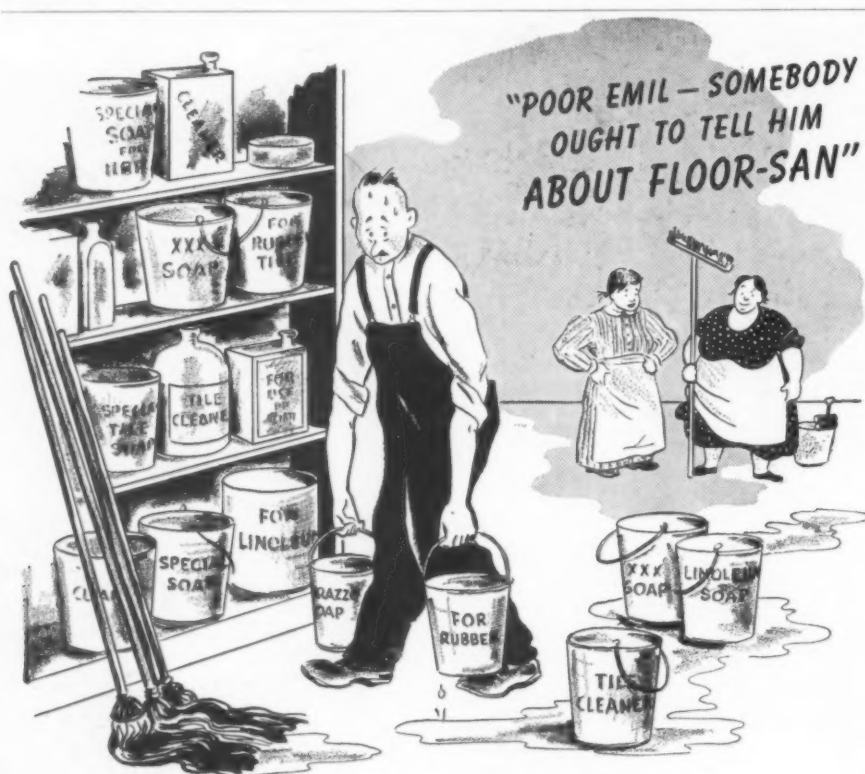
Triple Check on Student Teachers

Students at the University of Texas who are planning to major in elementary education will have to pass three tests: on the subjects they plan to teach, on speaking ability and on hearing ability, it has been announced. The objective of the tests is to weed out unsuitable teaching talent from Texas classrooms.

Students with speech faults will be advised to study speech or to register in the university's speech correction clinic. Those with poor hearing will be advised to enter some other vocation. No student will be granted a degree in the field of elementary education until he can pass all three tests.

Good Food at Same Price

Food prices will not be raised in the cafeteria at the University of South Carolina, according to Celia P. Swecker, university dietitian. In spite of increased food prices, students will continue to pay \$18 per month for board or 25 cents each for separate meals, Miss Swecker stated. Furthermore, no sacrifice of either quality or quantity will be entailed. Greatly increased student patronage of the cafeteria was given as one of the reasons why the existing price level can be maintained.



NOW... A SINGLE PRODUCT CLEANS WITH SAFETY EVERY TYPE OF FLOOR!

KEEPING clean various school floors is no longer the complicated job it used to be. Now, you can eliminate all special cleansers and do all cleaning with *one safe product*—Floor-San.

You can use Floor-San on rubber tile, asphalt tile, terrazzo, wood, linoleum or any other flooring and feel absolutely sure your floors will remain unharmed. What's more, you'll get a *thorough* cleansing job, for Floor-San has powerful de-

tergent properties which speedily remove dirt.

Floor-San Scrub Compound has received the approval of the Rubber Flooring Manufacturers Association. It is also endorsed by asphalt tile manufacturers. Such approval means that Floor-San is mild... won't discolor... won't run colors. This is no time to experiment with special cleansers whose harmful ingredients can easily ruin expensive, irreplaceable flooring. Play safe. Use Floor-San and know that no matter where you use it, finest flooring is protected from harm. Write for complete information—*today!*

FLOOR-SAN
LIQUID SCRUB COMPOUND

THE HUNTINGTON LABORATORIES INC.
DENVER • HUNTINGTON, INDIANA • TORONTO



THE NEW NAVY "E"-with-star—
—is awarded first to Bausch & Lomb
—is official recognition of continued
accomplishment in Production for
Victory. It symbolizes a singleness of
purpose that justifies any sacrifice
you or we may be called upon to make.

Watch Out for Tricky Eyes

EYES LIKE THESE can slip undetected into key spots in U.S. war production. They can botch the output of the best machines... ruin tons of good material... introduce errors on desks and drafting boards... slow down whole plants, whole industries. Can, and do!

That's sabotage—not intentional, but sabotage just the same. The spirit is right but the eyes are traitors. Faulty eyes play tricks. They strain, tire, blur and jump out of focus. Then things go wrong. Nearly three-quarters of all Americans

have defects of vision. Only a minority of these have taken advantage of the professional eye care which, in this country, is the finest in the world.

We have about 10,000,000 eye-faulty folks who are trying to squint and fumble their way through this war. Are you among that number?

Find out. Have your eyes looked at right away. And don't gamble on hurried, imperfect correction. Remember, you will never have another pair of eyes.

Go where you can be sure of the highly skilled, scientific services available in every

community. Get the careful examination, precise individual analysis and painstaking care that are the pride of the truly professional man. He will help you help your country to victory. Better Vision Institute, Inc., 630 Fifth Avenue, New York.



Vision for Victory

THE future of the world today depends on American industry's capacity to produce the implements of war. The Soldiers of Industrial Production must be welded into history's most efficient fighting organization before the spectre of aggression can be dispelled.

Because most skills depend on efficient functioning of the eyes, and because nearly one-third of the people of

the nation still have uncorrected faulty vision, a valuable public service is performed by calling attention of American workmen to the importance of proper care of their eyes.

Taking as its theme "Vision for Victory," an advertising campaign (one insertion of which is reproduced above) is now appearing in an extensive schedule of nationally-circulated magazines. The program is sponsored by the Better

Vision Institute, a non-profit service association, supported by the manufacturing, distributing and professional branches of ophthalmic science.

We also hasten Victory who make minds keener and hands surer through the improvement of human vision.

BAUSCH & LOMB
OPTICAL COMPANY • ESTABLISHED 1853

You wouldn't use white mice to test wall paint



But the scrub test proves it's **DEVOPAKE 5 to 1**

Scrub tests made in accordance with test specifications set up by the U. S. Bureau of Standards prove that Devopake exceeds requirements — by as much as 5 to 1.

Sound reasons why your School needs this new wall paint sensation:

- 1 Gives you a tough, durable wall paint...one that can stand the gaff anywhere in your school.
- 2 Only one coat necessary. Unsurpassed hiding. Hides solidly in one coat over any type of surface... plaster... wood... metal... wallboard... wallpaper... brick... concrete.
- 3 A truly flat wall finish... diffuses as well as reflects a maximum degree of available light, thereby creating proper seeing conditions throughout your school.
- 4 A 2-in-1 product...self-sealing... primer and finish coat all in one.
- 5 Kick your inventory problems out the window. Stock in white only — a simple "Toner" system gives 18 beautiful colors to spread cheer and a feeling of well-being throughout your school.

These are only 5 of the many reasons why you should investigate DEVOPAKE. Send today for more detailed information about this remarkable new one-coat, self-sealing oil base paint.

DEVOPAKE & RAYNOLDS CO., INC., DEPT. DMP. 13, 44th ST. & 1st AVE., N. Y. C.

Please send color swatches and complete information about Devopake.

NAME _____

SCHOOL _____

CITY _____

STATE _____

PUBLICATIONS

New Titles in Problem Series

Five more numbers of the new Problems in American Life series of resource units issued jointly by the National Council for the Social Studies and the National Association of Secondary School Principals will be brought out in October.

Titles and authors are as follows: Democracy vs. Dictatorship by T. V. Smith, Glenn R. Negley and Robert N. Bush; The American Family by Ernest W. Burgess and Joseph C. Baumgartner; Agriculture by Chris Christensen, Noble Clark and Royce Knapp; Crime by Thorsten Sellin and Paul R. Busey, and Economic Problems of the Postwar World by Alvin H. Hansen and Laurence Leamer.

The price per unit is 30 cents; any four sell for \$1 and all five are \$1.25. They are available from the National Education Association.

Studies Teaching Principal

Don F. Geyer is the author of "A Study of the Administrative and Supervisory Duties of the Teaching Principal in the Small Elementary School," a bulletin just released by the Kansas State Teachers College of Emporia. The study is an analysis of data collected through personal interviews with 46 teaching principals in small schools in Kansas. Half of the principals were responsible to the board of education and the other half, to the superintendent.

Purchasing Handbook Available

A handbook on school supply management designed to be of assistance to the officials who are responsible for the selection, purchase or use of supplies in the Florida schools has been compiled by the committee on school supply management in the Florida Work Conference on School Administrative Problems.

The handbook contains suggestions for determining needs and the ability of the school system to purchase supplies and discusses procurement and distribution procedures, methods of testing quality and accounting and requisition forms.

"Crafts in Wartime"

Numerous handcraft articles that can be made inexpensively and from materials that are not on the priorities list are illustrated in "Crafts in Wartime," the most recent publication of the National Recreation Association. The booklet was prepared to create interest in simple handcrafts and also to meet demands from parents, teachers and recreationists for information on ways of keeping children happy and occupied.



We Believe You Want Von Duprin Victory Devices Made Like This:

If there were no enforced restrictions on metals, and the whole matter was in your hands, you'd certainly want Von Duprin to give up the precious bronze and brass so badly needed for war.

You would want us to use malleable iron—the strongest and safest substitute—the one available metal with tensile strength actually more than twice that of cast bronze.

You would, wouldn't you, want Von Duprins—even though installed for temporary use—made so strongly that they would stand up

under any emergency? And we believe that you would want them built with the same care, with the same refusal to compromise on workmanship that you have known in Von Duprin for so many years.

That, sir, is exactly the way Von Duprin Victory Devices are made. They **WILL** stand up . . . they **WILL** do their job . . . they **WILL** get people out of your building . . . just as did their more handsome predecessors. **THEY ARE REAL VON DUPRINS!**

VONNEGUT HARDWARE CO. . . . INDIANAPOLIS, INDIANA

Von Duprin Fire and Panic Exit Latches Are Listed as Standard by Underwriters Laboratories, Inc.

NAMES IN NEWS

Superintendents

Homer W. Anderson has asked for a leave of absence from the superintendency of schools, St. Louis, and has accepted a position in the Treasury Department in charge of war savings in schools and colleges.

Vernon E. Wightman is the acting superintendent at Bath, N. Y., Lt. Carl O. Payne, former superintendent, having been granted leave of absence for the duration.

A. D. Shelton, high school supervisor for southern Kansas for the last four years, is the new superintendent of schools at Burlington, Kan.

M. Burr Mann resigned as superintendent of schools at Boonton, N. J., when the board failed to accept his recommendation in engaging a teacher.

Herman L. Shibler, superintendent of schools at Birmingham, Mich., has been selected to head the school system of Highland Park, Mich. His successor at Birmingham will be Dwight B. Ireland, formerly assistant professor of education at the University of Rochester.

Harrison L. Reinke is the new headmaster at Fay School, Southboro, Mass. He comes from Eaglebrook School where he was assistant to the headmaster.

Supt. P. D. Lewis of Forsan, Tex., has resigned to work as a welder in the shipyards at Portland, Ore. His successor is Dan McRae.

Dr. Albert L. Biehn is the new superintendent of Niles Township Community High School, Skokie, Ill. He was formerly principal of the high school at Fairbury, Neb.

Earl Wiltse has resigned as superintendent of schools at York, Pa., to accept a similar post at McCook, Neb.

Supt. Edwin A. Nelson is the new head of the school system at Brockton, Mass., succeeding John L. Miller.

George A. Skustad, principal of Virginia Senior High School, Virginia, Minn., has been made acting superintendent of Virginia schools to fill the position of L. A. Lavine, who has been given leave of absence as captain in the U. S. Army Air Corps.

C. G. Parsons is the new superintendent of schools at Garden City, Tex., a district that serves all of Glasscock County. Mr. Parsons succeeds N. P. Taylor, who has begun a business career.

Alexander R. Kerr has resigned his position at Belle Center, Ohio, to become superintendent of schools at East Liberty, Ohio.

Carl M. Boring has been named superintendent of schools at Jeffersonville, Ohio, to succeed Maurice S. Bagby, who resigned recently to become superintendent at Yellow Springs, Ohio.

Boyd D. Howard is the new superintendent of schools at Norwood, Ohio. His former administrative post at Southgate, Ky., has been taken by Malcolm R. Rhoads.

Dr. Alvin W. Hicks has been appointed acting superintendent of schools at Rye Neck, N. Y., for the period of Dr. Samuel Engle Burr's service in the Army.

Floyd G. Parker is the new superintendent at Dannebrog, Neb., having been promoted from the principalship.

G. L. Reder of Findlay, Ohio, is the newly elected superintendent of the public school at Sycamore, Ohio, succeeding E. R. Clarkson, now supervisor at the Scioto ordnance plant.

L. Ray Hickman succeeds Paul D. Haynie as head of the schools at Edgewater, Colo. Mr. Hickman has been head of the Union High School at Hayden, Colo., for the last two years.

Frank J. Fox, head of the schools at Tomah, Wis., has transferred his administrative activities to the schools of Kasson, Minn.

John W. McDevitt, submaster, is the new superintendent of schools at Wal-



It has been proven time and again that a Spencer Vacuum Cleaning System can find a lot of dirt in rooms previously cleaned with brushes and brooms.

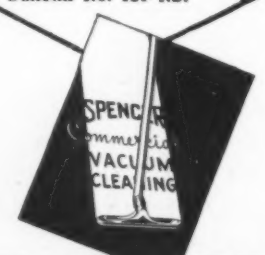
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tham, Mass., although his tenure is subject to results of a special election on October 6 when citizens will vote on the question of reinstating William H. Slayton, charged by the school committee of incompetency and failure to cooperate.

Clayton Starr will fill the vacancy in the superintendency at Arcanum, Ohio, created by the resignation of his brother Gordon Starr, now on the faculty of Pfeiffer Junior College, Misenheimer, N. C.

Morris Kreider is the new superintendent of schools at Hollansburg, Ohio.

In the Colleges

Dr. Dexter M. Keezer, for nearly eight years president of Reed College, Portland, Ore., has resigned to continue as a member of the Office of Price Administration staff. Dr. Arthur F. Scott of the faculty has been asked to continue as acting superintendent, an appointment made six months ago when Doctor Keezer went to Washington.

Dean Lloyd A. Garrison of the Junior College, Jefferson City, Mo., has resigned to become senior specialist in the U. S. Office of Education.

Principals

J. C. Vian, principal of Lebanon High School, Lebanon, Ohio, has resigned to enter the U. S. Army Air Corps at Miami Beach, Fla. A reserve officer, he was recently granted a second lieutenant's commission.

Louis E. Alley, principal of Jefferson School, Sedalia, Mo., has resigned to accept a teaching fellowship at the University of Iowa.

Ray Bjork of Glendive, Mont., has been named principal of the Ogden Senior High School, Ogden, Utah.

Mrs. Mae Keith Reagan, principal of Ada School near Sweetwater, Tex., has resigned her post because of the tire rationing program.

Albert C. Sipes has been named successor to W. R. Rice as principal of Carthage High School, Carthage, Mo.

Anthony A. Pupillo has been named principal of Stonington High School,



Treasurer of School Board: "The loss of the State Tax on items such as automobiles, gasolines, etc., is going to seriously affect our School budget. The cost of the war effort is being partially met by the diversion of some County and State Taxes into Federal channels. There's but one answer—economize on maintenance."

President: "How do you propose to do that?"

Treasurer: "By buying quality materials—Cleaners that are non-injurious and faster-acting, Floor Seals and Gym Finishes that will last longer, an easily applied Floor Wax that can 'take it' and a Hand Soap for our dispensers that can be heavily diluted yet retain good cleansing properties."

Board Member: "Don't forget a safe, effective disinfectant and germicide, John."

Treasurer: "That's right, Doctor, health maintenance is highly important in these times."

Other Board Member: "What you've outlined, John, makes sense. My personal experiences have taught me that I've paid far more in the end for a cheap product than one of quality."

Board Member: "Seems as though it is time to call in a Midland Maintenance Man. I don't know where else we can get quality in all of those products. Besides, his technical advice on the subject would be of great help to the Custodians."

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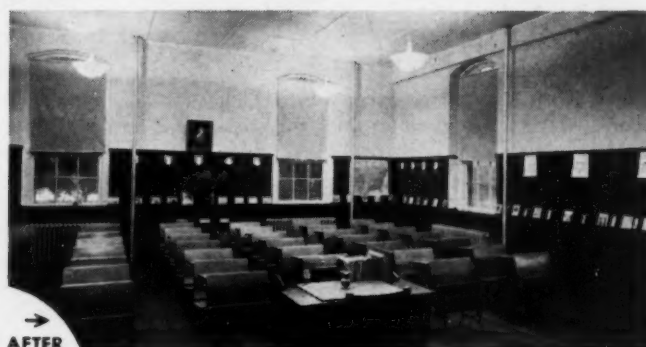
Coming Meetings

- Oct. 1-3—Winfield Education Clinic, Winfield, Kan.
- Oct. 1-4—National Council on Schoolhouse Construction, Statler Hotel, Cleveland.
- Oct. 5-8—National Association of Public School Business Officials, Statler Hotel, Cleveland.
- Oct. 8-10—Utah Education Association, Hotel Utah, Salt Lake City.
- Oct. 15-17—Wyoming Education Association, Thermopolis.
- Oct. 19-21—National League to Promote School Attendance, Rochester, N. Y.
- Oct. 21-23—North Dakota Education Association, Gardner Hotel, Fargo.
- Oct. 21-24—New Mexico Educational Association, Hilton Hotel, Albuquerque.
- Oct. 22-23—New Hampshire State Teachers Association, Carpenter Hotel, Manchester.
- Oct. 22-24—Colorado Education Association, Denver, Pueblo and Grand Junction.
- Oct. 23-24—Maryland State Teachers' Association, Baltimore.
- Oct. 28-30—Nebraska State Teachers' Association, Lincoln, Omaha, Norfolk, North Platte, McCook and Chadron.
- Oct. 29-30—Maine State Teachers' Association, DeWitt Hotel, Lewiston.
- Oct. 29-31—Minnesota Education Association.
- Oct. 30—Connecticut State Teachers' Association, Hartford, New Haven and Bridgeport.
- Nov. 5-6—Arkansas Education Association, Little Rock.
- Nov. 6-7—Arizona Delegate Assembly, Phoenix.
- Nov. 5-7—Conference of Food Service Directors, Hotel John Marshall, Richmond, Va.
- Nov. 5-7—Iowa State Teachers' Association, Shrine Auditorium, Des Moines.
- Nov. 6-7—Kansas State Teachers' Association, Topeka, Salina, Hays, Dodge City, Wichita and Coffeyville.
- Nov. 6-9—New Jersey Education Association, Hotel Traymore, Atlantic City.
- Nov. 11-13—West Virginia Education Association, Hotel Pritchard, Huntington.
- Nov. 22-25—South Dakota Education Association, High School Gymnasium, Rapid City.
- Nov. 23-24—New York State Teachers' Association, House of Delegates, Hotel Commodore, New York City.
- Nov. 24-27—Virginia Education Association, Hotel John Marshall, Richmond.
- Nov. 26-28—Texas State Teachers Association, Hotel Adolphus, Dallas.
- Dec. 2-5—Missouri State Teachers Association, Muehlebach and President hotels, Kansas City.
- Dec. 28-30—Illinois Education Association.
- Dec. 28-30—New York State Association of Secondary School Principals, Hotel Onondaga, Syracuse.
- Dec. 28-30—Pennsylvania State Education Association, Penn-Harris Hotel, Harrisburg.
- Feb. 27-March 4—American Association of School Administrators, St. Louis.
- March 4-6—American Association of Junior Colleges, St. Louis.
- April 7-9—Inland Empire Education Association, Spokane.

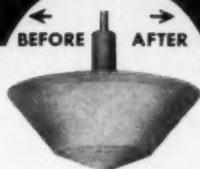
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Stonington, Conn. His appointment fills one of the two posts vacated by the resignation of **Perley A. Lane**, who had served as both superintendent of schools and principal of the high school.

Dean B. Pruette has been named principal of the Junior High School at High Point, N. C., succeeding **M. T. Lambeth**.

Arthur Houck has accepted the position of principal of Hickory High School, Hickory Township, Pa.

Rev. Jeremiah Sullivan, principal of Cathedral High School, Burlington, Vt., has received his appointment as chaplain in the Army, with the rank of first lieutenant. **Rev. Joseph W. Joy** will succeed Father Sullivan.

L. H. Koon, for the last three years principal of Yadkinville High School, Yadkinville, N. C., has been named principal of Dobson High School, Dobson, N. C.

June Mapes, principal of Arlington School, Toledo, Ohio, recently tendered her resignation after thirty-seven years of service.

J. D. McClymonds, principal of Heron Hill Junior School, Pittsburgh, has been appointed principal of Taylor Allderdice High School, Pittsburgh, to fill the vacancy created by the retirement of **Roland G. Deevers**.

W. R. McIntosh was recently selected to fill the post of principal of Decatur High School, Decatur, Ill., succeeding **R. C. Sayre**.

John C. Riley has been named head of the Boston Model School, Boston, to succeed **Maitland Lamprey**, retired.

Laura D. Jahn, formerly vice principal of Junior High School No. 1, Trenton, N. J., has been advanced to the position of principal.

Helmer Petersen, principal of Amityville Grade School, Amityville, N. Y., has accepted the post of principal of the school at West Babylon, N. Y.

Clarence E. Chamberlain has been promoted from the position of vice principal to the principalship of Irvington High School, Irvington, N. J. He succeeds the late **Edward D. Haertter**.

J. Frank Hassett, former principal of Hazardville Grammar School, Hazardville, Conn., has been named principal of the high school at Enfield, Conn., to succeed **John A. Langford**, who has accepted the superintendency of schools at Putnam, Conn.

County Superintendents

Carl Jones succeeds **Frank Parman** as superintendent of Washita County schools in Oklahoma. Mr. Parman will be a boy scout field executive.

Miscellaneous

E. R. Crow of Columbia will become state high school supervisor of South Carolina, succeeding **E. W. Rushton**, who will return to the superintendency of the Batesburg-Leesville High School.

Deaths

John W. Falk, superintendent of public schools in Lafayette parish, Lafayette, La., for twenty years, died in New Orleans recently.

Charles H. Reagle, former supervising principal of schools at Newton, N. J., died recently after a two years' illness.

Arthur W. Jellison, principal of the high school at Boothbay Harbor, Me., died in August, having been seriously ill since last spring.

Charles Emery Barrick, principal of Luther Burbank School, Houston, Tex., for the last fifteen years, died recently at the age of 61.

Harrison E. Smith, principal of the junior high school at Marion, Mass., died recently while en route by motor car to his summer home after a theater party in near-by Peterboro. Mr. Smith, a graduate of Harvard and the Bridgewater State Teachers' College, was awaiting word on his application for an appointment to an Army officers' candidate school.

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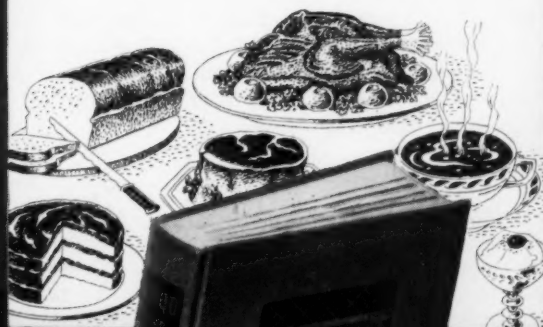
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The Bookshelf

General

THE END OF AN ERA. *Yearbook of the International Institute of Teachers College, Columbia University, 1941.* By I. L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. 416. \$3.70.

MATERIALS AND METHODS FOR VOCATIONAL TRAINING. By Warren E. Hill and Claude H. Ewing. New York: McGraw-Hill Book Company, 1942. Pp. xiv+171. \$2.

AMERICAN HIGHWAY POLICY. By Charles L. Dearing. Washington, D. C.: The Brookings Institution, 1941. Pp. xi+286. \$3.

A PLAN FOR THE REORGANIZATION OF ADMINISTRATIVE UNITS FOR THE SCHOOLS OF NEBRASKA. By Millard D. Bell. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. x+105. \$1.85.

SCHOOL-LEAVING YOUTH AND EMPLOYMENT. By C. Darl Long. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. 84. \$1.60.

CANCIONES TIPICAS. *Nineteen songs from sixteen of the Latin American Republics.* By Irma Labastille. New York: Silver Burdett Company, 1941. Pp. 48. \$0.72 (Paper Cover).

ENRICHED TEACHING OF SCIENCE IN THE HIGH SCHOOL. By M. N. Woodring, Mervin E. Oakes and H. Emmett Brown. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. xii+402. \$3.25.

COLOR, CLASS AND PERSONALITY. By Robert L. Sutherland. Washington, D. C.: American Council on Education, 1942. Pp. xxiii+135. \$0.75, paper; \$1.25, cloth.

OUR CHANGING SOCIETY. By Paul H. Landis. Boston: Ginn and Company, 1942. Pp. xx+487. \$1.76.

AMERICAN UNIVERSITIES AND COLLEGES THAT HAVE HELD BROADCAST LICENSE. By Carroll Atkinson. Boston: Meador Publishing Company, 1941. Pp. 126. \$1.50.

THE BOXCAR CHILDREN. By Gertrude C. Warner. Illustrated by L. Kate Deal. Chicago: Scott, Foresman and Company, 1942. Pp. 154. \$0.96.

THE LITTLE RED SCHOOL HOUSE. By Agnes de Lima and the Staff of the Little Red School House. New York: The Macmillan Company, 1942. Pp. xiv+355. \$3.50.

MAN IS A WEAVER. By Elizabeth C. Baity. New York: The Viking Press, 1942. Pp. 334. \$2.50.

VARIETY SHOWS—AND HOW TO PRODUCE THEM. By Neil Trimble. Chicago: Beckley-Cardy Company, 1941. Pp. 141. \$1.

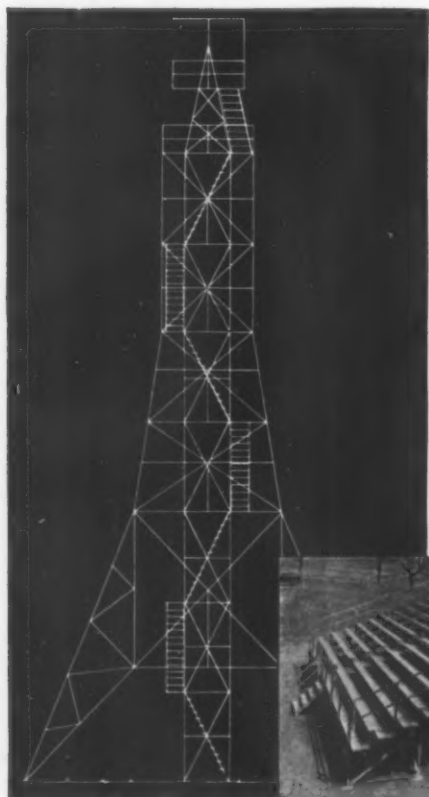
HOW TO CHECK INFLATION. By John M. Clark. New York: Public Affairs Committee, Inc., 1941. Pp. 31. \$0.10 (Paper Cover).

HEALTH IN SCHOOLS. *Twentieth Yearbook of the American Association of School Administrators, 1942.* Washington, D. C.: National Education Association. \$2.

THE COMPOSITION OF THE STATE BOARDS OF EDUCATION IN THE UNITED STATES. By E. Wallis McKendree. Philadelphia: Teachers College, Temple University, 1941.

THE STORY OF THE 8-YEAR STUDY. By Wilford M. Aikin. New York: Harper & Bros., 1942. Pp. 157. \$1.75.

THE PHILOSOPHIES OF EDUCATION. Part I, 41st Yearbook of the National Society for the Study of Education. Prepared by John Brubacker and Others. Pp. xi+321. \$3, cloth; \$2.25, paper.



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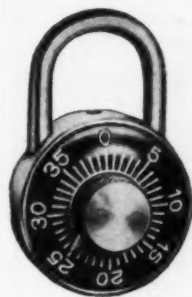
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seat of five ply plywood and a matching back panel of three ply plywood securely inserted into a rabbeted beechwood frame and finished in light walnut, varnished for extra protection. All surfaces are smoothly sanded, edges are rounded and the feet are beveled. A patented automatic lock takes effect when the chair is opened, making it impossible for the chair to fold accidentally even when someone stands on the edge.—Clarin Manufacturing Company, 4640 West Harrison Street, Chicago.

• When inquiring, refer to NS1234

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The dipping process should be done every six months or every 5000 miles, whichever interval elapses first. If your school system has a fleet of five or more buses, it is probably cheaper to buy the equipment. Otherwise, the preserving treatment can be done at the local garage.—Transmotive Laboratories, 2550 South Michigan Avenue, Chicago.

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Howe Folding Furniture has just brought out a wood folding table that is strong (with square hardwood legs, hardwood cross members, hardwood side rails),



quick to open or close and not too heavy for handling. It has no-priority metal braces and a metal locking device (W.P.B. sanctioned). Tops are of plywood, masonite or linoleum; sizes are 30 by 72 or 30 by 96 inches with a height of 30 inches.

One more point—when the table is folded the leg units rest in a recess formed by the side rails so there are no exposed parts to mar the tops when tables are stacked. You can stack 25 in a pile less than 5 feet high.—Howe Folding Furniture, Inc., 1 Park Avenue, New York City.

• When inquiring, refer to **NS1236**

Resin-Emulsion Paint

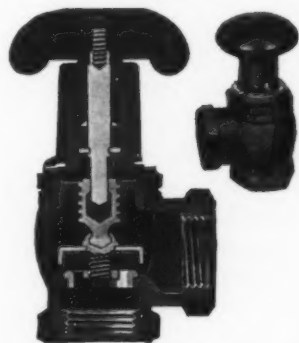
Covers Interiors With One Coat

An opaque cloud-free job in one coat is O'Brien's proud boast of O'Lite, a new resin-emulsion paint that can be brushed or sprayed over new or old painted plaster, wood, brick, cement, wallpaper, concrete, acoustical board and metal. It has no odor, may be washed with soap and water, dries in one hour and covers around 700 square feet to the gallon. All this and eight colors, too.—O'Brien Varnish Company, South Bend, Ind.

• When inquiring, refer to **NS1237**

Cast Iron Replaces Brass

in Vapor and Vacuum Heating Specialties



Cast iron bodies replace brass in Dunham's new victory line of vapor and vacuum heating specialties. Take, as examples, the thermostatic radiator trap and the packless radiator valve.

The trap, available in 1/2 inch and 3/4 inch sizes, angle body only, consists of a cast iron body with cuprous alloy valve seat and a cast iron

cover containing the fluid-filled thermostatic disk. Inlet connections are tapped left hand and outlet, right hand. The thermostatic elements are interchangeable in covers without gages. The cover and disk assemblies are interchangeable with former standard traps.

As to the valve, the body and bonnet are cast iron and

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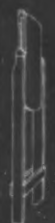
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WHAT'S NEW for SCHOOLS

the handle is of a nonbreakable, heat resisting composition. Less than one turn of the handle opens the valve. In angle pattern only, sizes are $\frac{3}{4}$ inch and 1 inch. To meet federal war-time specifications, they have a tapped right hand inlet and a left hand outlet.

Other victory specialties are float and thermostatic traps, closed float traps, return traps, strainers, unit heaters and pumps.—C. A. Dunham, 450 East Ohio Street, Chicago.

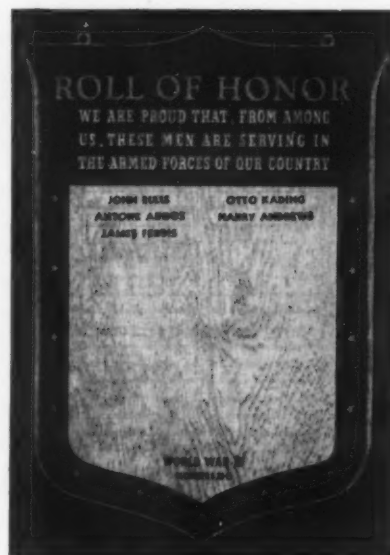
• When inquiring, refer to NS1238

Roll of Honor Plaque

Additional Names Listed

Designed to be a dignified and sincere tribute to men who have entered the armed forces is a new roll of honor plaque distributed by Lee Larson. The usual difficulty of affixing additional names is overcome through a convenient manufacturer's service arrangement. When a plaque is ordered, space is provided on the order blank for the names of all men in service at the time and these are affixed on specially prepared strips of transparent adhesive before the plaque is delivered. When others leave for service, their names are forwarded to Lee Larson & Co., who prints them on the transparent strips. The names are easily applied. The plaque is kiln-dried laminated wood in shape of a shield.—Lee Larson and Company, Waukesha, Wis.

• When inquiring, refer to NS1239



Repair and Resurfacing Compound

Bonds Permanently to Any Surface

For patching, resurfacing, leveling, waterproofing, damp-proofing and building ramps just ask for Lev-L-Flor, a ready mixed, quickly drying compound said to have a higher compressive strength than concrete. Apparently, it will stand up under the heaviest floor loads and, because of its extreme resiliency, does not crack or break like concrete. Applied to floors or stair treads for leveling purposes at the end of the school day, ordinarily it will be ready for hard use the next morning. An old wooden floor can be entirely resurfaced with Lev-L-Flor and you will have a level, fireproof and waterproof surface out of it. It isn't expensive either.—Central Paint & Varnish Works, Brooklyn, New York.

• When inquiring, refer to NS1240

WHAT'S NEW for SCHOOLS

Incendiary Bomb Extinguisher

Recommended by Fire Departments

To smother the blaze of an incendiary bomb, United Laboratories, Inc., has produced ALL OUT Powder No. 555. Unlike sand and other inert aggregates, ALL OUT actually extinguishes the fire, converting the bomb's magnesium into a pliable dough and preventing it from burning the base upon which it is ignited. Less than half a 10 pound bag is needed to put out a standard 4 pound incendiary; the remainder may be swept up and used again. For schools it would be better to buy a 400 pound barrel and keep it with the head removed. A long-handled shovel may be used to transport the powder to the bomb.—United Laboratories, Inc., 16801 Euclid Avenue, Cleveland.

• When inquiring, refer to NS1241



Mobile "Fire Buggy"

Compact Hand Truck Carries Fire Fighting Tools

More than 50 tools for fire fighting, ranging from five types of fire extinguishers to a jack capable of lifting a 3 ton weight, are carried on the 4 foot long fire truck recently developed by technicians of the du Pont Company for use in its Wilmington office buildings. The truck is mounted on wheels and can be easily moved by one man. All corners are rounded and most of the equipment can be instantaneously removed by being pulled forward from clips rather than having to be lifted up and out of slots. Plans that will enable interested organizations to construct and equip an identical emergency truck will be supplied on request.—Office Buildings Division, E. I. du Pont de Nemours & Company, Wilmington, Del.

• When inquiring, refer to NS1242

NEW CATALOGS

Electrical Laboratory Apparatus

Designed Especially for Schools

Educational institutions that are expanding their laboratory facilities for defense training courses will be aided by the new 63 page booklet on electrical laboratory apparatus announced by Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa. The booklet describes the special equipment that has been developed particularly for demonstration and test purposes. Standard laboratory type A.C. and D.C. motors and motor generator sets, dynamometers, converters and other experimental units are illustrated.

• When inquiring, refer to NS1243

HERE'S THE WAY TO

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WRITING
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Zephyrplane**

THE MODERN 3 IN. BELT SANDER

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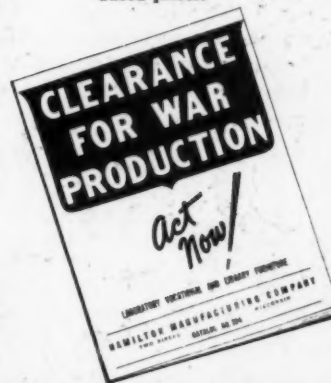
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WHAT'S NEW for SCHOOLS

Testing Dishwashing Water

Easy Check on Proper Solution Strength

A new type of test paper booklet for determining the strength of dishwashing machine wash water is now being distributed by Mathieson Alkali Works. "Super-Mafos" test paper is supplied in small perforated sheets, bound in booklets of vest pocket size. Each sheet is white with a band of deep pink printed across the center. To check the washing solution, a strip of test paper is torn off and dipped into a small sample of the wash water. If the water is of the right strength for cleansing tableware, the white portions of the test strip will turn a shade of pink that closely matches the central strip. A lighter or darker shade indicates that the compound is either too weak or too strong for proper cleansing.—Mathieson Alkali Works, 60 East Forty-Second Street, New York City.

• When inquiring, refer to **NS1244**

16 Inch Precision Lathes

Illustrated in South Bend Catalog

An eight page, full sized catalog just out completely illustrates and describes the 16 inch toolroom lathes and the 16 inch quick change gear lathes manufactured by the South Bend Lathe Works, South Bend, Ind. Attachments, accessories and tools for use with these lathes are also listed. Specifications are tabulated for ready reference. For a copy of Catalog No. 16, write to Dept. N1 at the address given above.

• When inquiring, refer to **NS1245**

Free to Film Users

New Educational Movie Catalog

A new 44 page educational film catalog has just been issued by De Vry Films & Laboratories, 1111 Armitage Avenue, Chicago, listing 16 mm. sound and silent subjects, many of which can be rented for as little as \$1 per reel. Films are classified according to subject matter and an alphabetical index makes selections easy. Teachers' lesson plans are furnished with all educational films.

• When inquiring, refer to **NS1246**

Care and Operation of a Lathe

Pocket Sized Manual for Students

Essential do's and don'ts for the apprentice or student machinist are contained in the new manual, "The Care and Operation of a Lathe," published by the Sheldon Machine Co., Inc., Chicago. It is well illustrated and is amazingly complete in its tool grinding charts. Among subjects covered are: the modern back-geared, screw cutting lathe, its parts and their functions; oiling and proper care of a lathe; the grinding of cutters; modern lathe tools; holding the work, and the performance of basic lathe operations. Single copies are 50 cents but there are discounts for schools that buy quantities.

• When inquiring, refer to **NS1247**

WHAT'S NEW for SCHOOLS

Physical Training Manual

Has Practical Suggestions for Instructors

Gymnastic Coach Charles E. Miller of the University of Nebraska authors the book of exercises for beginners', intermediate and advanced classes in physical training printed and distributed by America's oldest manufacturer of gymnastic equipment, the **Fred Medart Manufacturing Company, St. Louis**. A 72 page manual, this book contains hundreds of exercises in apparatus and tumbling. Primarily for the training of boys, the sections on tumbling may be used in a girls' program and many of the exercises in the beginning and intermediate apparatus groups and all of the stall bar exercises may be adapted for the training of girls.

- When inquiring, refer to **NS1248**

Baltimore Plan

Permits Deferred Payment of School Fees

Available to parents of students in approved schools and colleges is the Baltimore Plan offered by **Commercial Credit Company, Baltimore**. This plan is a convenience to parents who want to avoid a large single payment for tuition at the beginning of each term and makes it possible for those who send their children to private schools or colleges to pay out of income. Especially timely is this offer now that accelerated school programs mean a greater annual outlay, causing real financial embarrassment to many parents who have several children in school at the same time. In addition to tuition, the Baltimore Plan will cover, if desired, all fees listed in school catalogs, such as board, uniforms and athletic, music, riding and library fees.

- When inquiring, refer to **NS1249**

Films That Fight for Freedom

Are Morale and Training Pictures

In no less than 10 distinct fields are 16 mm. motion pictures aiding the defense effort, states **Bell & Howell Company, Chicago**. A red, white and blue illustrated broadside just out lists outstanding new films in each of these fields. There are also a discussion of how to get equipment and an offer of a free film, "How Motion Pictures Move and Talk."

- When inquiring, refer to **NS1250**

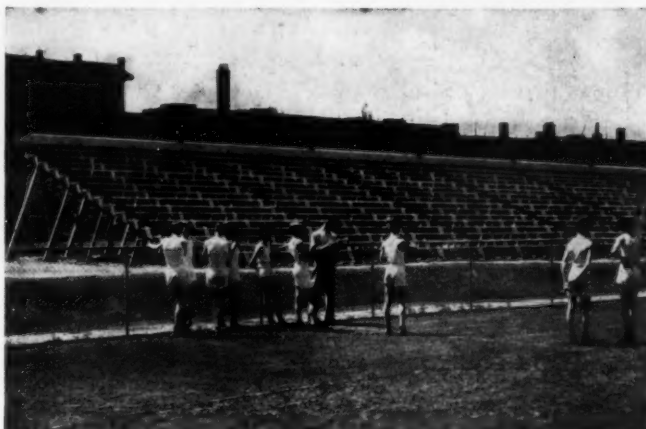
FILM RELEASES

First Aid for Wounds and Fractures—A 16 mm. sound film for use from the intermediate grades upward. It may be used in elementary and general science courses, in industrial arts course, in biology, home economics, physical education and hygiene, in medical and nurses' training courses and in club and general adult education programs.—**Erpi Classroom Films Inc., 1841 Broadway, New York City**.

- When inquiring, refer to **NS1251**



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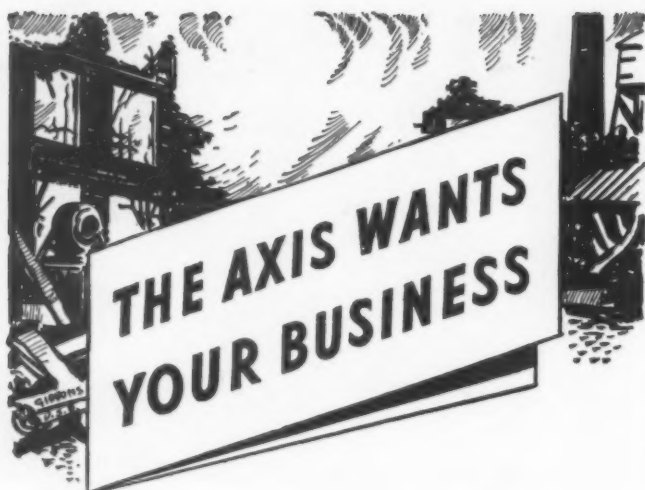
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THE NATION'S SCHOOLS, October 1942

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MOISTEN GUM AND SEAL

WHAT'S NEW for SCHOOLS

Office of War Information Films—Twelve 16 mm. sound motion pictures produced by O.W.I. now available for outright purchase at low cost. They are titled Aluminum, Bomber, Building a Bomber, Tanks, Building a Tank, Power for Defense, Ring of Steel, Lake Carrier, Women in Defense, Anchors Aweigh, Keep 'Em Rolling and Caissons Go Rolling Along. The running time on the last three is three minutes; on the others, from ten to twenty minutes.—**Castle Films, Inc., 30 Rockefeller Plaza, New York City.**

• *When inquiring, refer to* **NS1252**

Early Farmers of the Ohio Valley—The film depicts an important period of American history for use from the intermediate grades through adult levels. It reveals how the early settlers of the Ohio Valley were required to be "farmer-boatmen" through their dependence on the soil for livelihood and on the rivers for transportation. Frontier personalities, speech and music are interwoven throughout. 16 mm. sound.—**Erpi Classroom Films Inc., 1841 Broadway, New York City.**

• *When inquiring, refer to* **NS1253**

Eskimo Children—16 mm. sound. This picture portrays activities of an Eskimo family living on Nunivak Island off the Alaskan Coast. Since it touches upon the problems and tasks of both adults and children it has appeal from the primary grades through the adult level.—**Erpi Classroom Films Inc., 1841 Broadway, New York City.**

• *When inquiring, refer to* **NS1254**

Making the Dead Appear to Live—John W. Moyer of the Field Museum, Chicago, shows what happens to specimens sent in by scientific expeditions in order to make them ready for habitat group exhibits in our leading museums. 1 reel, 16 mm. sound, black and white or color.—**Bell & Howell Company, 1810 Larchmont Avenue, Chicago.**

• *When inquiring, refer to* **NS1255**

Green-Pea Fowl of Indo-China—A companion reel to the one immediately above, dealing with a single group for museum exhibit. Other films in this museum series include Yellowstone Wild Life, Let's Look at Trees, Quetzal Quest and Desert in Bloom.—**Bell & Howell Company, 1810 Larchmont Avenue, Chicago.**

• *When inquiring, refer to* **NS1256**

The Headless Horseman—A fun cartoon of Ichabod Crane and Brom Bones in their rivalry for the hand of the fair Katrina, based, of course, on the Washington Irving classic. In black and white or color.—**Castle Films, Inc., 30 Rockefeller Plaza, New York City.**

• *When inquiring, refer to* **NS1257**

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ADVERTISING IN WARTIME

The **NATION'S SCHOOLS**

Vol. 30, No. 4, October 1942

NORMALLY the reader profits from advertising in the ideas and information it brings him about new products and services, from its ever renewed pledge of the integrity of the advertiser.

You will find that much of the advertising in this issue of *The NATION'S SCHOOLS* has a value to you not measurable in buying information only. From it you gain inspiration toward national unity and efficiency; you see why material shortages are inevitable, how the products you can't buy are serving the cause of victory; you find renewed assurance that when peace returns the firms that have served you well in the past will be eager to serve you once more. The new responsibilities that advertising has assumed become realities when you read it well and thoughtfully.



Casualty—1,000 miles from the enemy

ALMOST as fatal as a bullet or a shell is the breakdown in the spirit of a sailor or a soldier.

Our men have the finest spirit in the world. But it must be maintained in the American way.

They must not be made to feel that they are mere automatons, fighting machines, as the armed forces of the dictators have been made to feel.

Life in our navy and army is hard. Discipline is tough. It must be. But there also must be moments

when the sailor or soldier is treated as Mr. Somebody-or-other.

That's where the USO comes in. For the USO is the banding together of six great agencies to serve one great purpose—to see that our boys in the camps and naval stations have a place to go, to turn to, a "home away from home."

The duties of the USO have more than doubled during the year. It must serve millions more men. Its field of operations has been enlarged to include many parts of the world.

To carry on its important work, the USO must raise \$32,000,000. It needs your contribution. No matter how small you make that contribution, the USO needs it. And it needs it *now*.

You are beset by requests for help on all sides. By all means, try to meet those requests. But among them, don't neglect the USO.

Send your contribution to your local USO committee, or to USO, National Headquarters, Empire State Building, New York.

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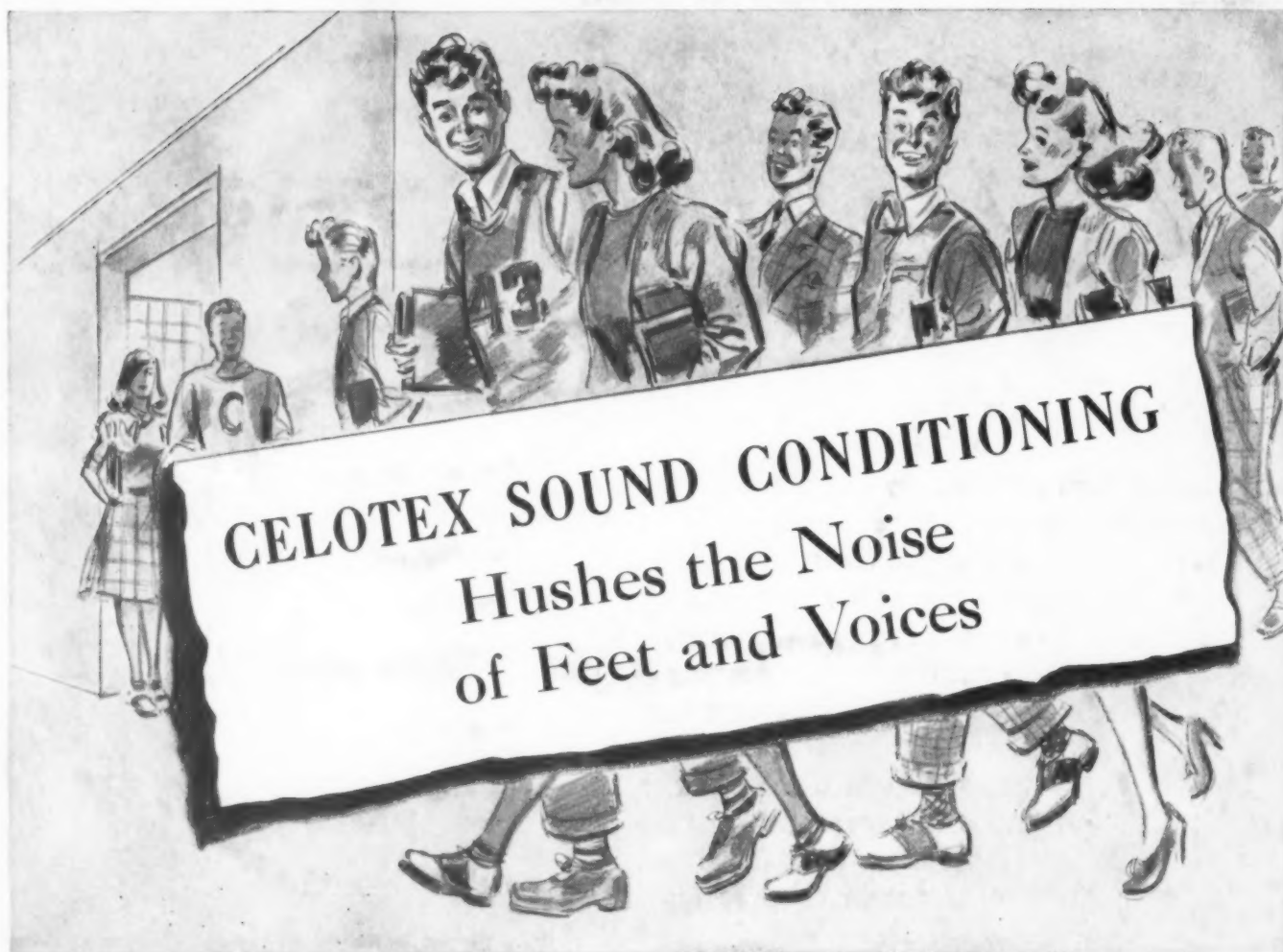
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